Magnolia Public Schools

Regular Board Meeting

Date and Time

Thursday February 12, 2026 at 5:15 PM PST

Location

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

Access to the Board Meeting

Teleconferencing locations are provided at each Magnolia Science Academy school site:

- Magnolia Science Academy-1 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-2 (17125 Victory Blvd, Van Nuys, CA 91406)
- Magnolia Science Academy-3 (1254 E Helmick St, Carson, CA 90746)
- Magnolia Science Academy-4 (11330 W Graham Place, Los Angeles, CA 90064)
- Magnolia Science Academy-5 (18238 Sherman Way, Reseda, CA 91335)
- Magnolia Science Academy-6 (745 S. Wilton Ave, Los Angeles, CA 90005)
- Magnolia Science Academy-7 (18355 Roscoe Boulevard, Northridge, CA 91325)
- Magnolia Science Academy-8 (6411 Orchard Ave, Bell, CA 90201)
- Magnolia Science Academy-Santa Ana (2840 W 1st Street, Santa Ana, CA 92703)
- Magnolia Science Academy-San Diego (6525 Estrella Ave, San Diego, CA 92120)
- Magnolia Science Academy-Orange County Anaheim (412 W. Carl Karcher Way, Anaheim, CA 92801)
- Magnolia Science Academy-Orange County Placentia Yorba Linda (1891 Kellogg Dr, Anaheim, CA 92807)

Any interested parties or community members from remote locations may attend the meeting at any Magnolia Science Academy school, or the addresses where Board Members are joining from.

- 6525 Estrella Ave, San Diego, CA 92120 (**Dr. Salih Dikbas**)

Dialing information for this meeting is included below:
Dial in: 1-669-444-9171
Meeting ID: 978 5606 4990 - **Passcode:** 021250
Zoom: https://zoom.us/j/97856064990?pwd=MHhBZCtGT0xEMlZpNEZQZVJ3RDBPZz09

Accessibility
In compliance with the Americans with Disabilities Act (ADA) and upon request, Magnolia Public Schools may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Members of the public who need special accommodations or translation are strongly encouraged to contact Magnolia Public Schools at least 24 hours in advance of the Board meeting so assistance can be assured. Please contact Jennifer Lara at 213-628-3634 or email jlara@magnoliapublicschools.org with such requests.

Any public records relating to an agenda item for an open session which are distributed to all, or a majority of all, of the Board Members shall be available for public inspection.

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

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

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

Board Members:
Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Serdar Orazov

Student Board Member:

Ms. Sofia Perez

CEO & Superintendent:
Mr. Alfredo Rubalcava

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:15 PM**
	Opening Items			
	A. Call the Meeting to Order			1 m
	B. Pledge of Allegiance			1 m
	C. Record Attendance and Guests			1 m
	D. Approval of Agenda	Vote		1 m
	E. Public Comments			6 m
	F. Announcements - CEO & Superintendent, Board, Student Board Member			5 m
	G. Approval of Minutes from MPS Regular Board Meeting & MPS Board Retreat - January 24, 2026	Approve Minutes		1 m
II.	**Consent Items**			**5:31 PM**
	A. Approval of Charter School Annual Report to the Los Angeles County Office of Education for Magnolia Science Academy-1, 2, 3, and 5	Vote	David Yilmaz	3 m
	B. Approval of Revised 2025-26 Certification of Signatures Form and Resolution	Vote	Cafer Turan	3 m
III.	**Closed Session**			**5:37 PM**
	A. Public Announcement of Closed Session	FYI		1 m

		Purpose	Presenter	Time
B.	Public Employee Discipline/Dismissal Release (§ 54957)			30 m
C.	Conference with Legal Counsel – Anticipated Litigation Initiation of litigation pursuant to §54956.9(c): 3 cases			30 m
D.	Conference with Real Property Negotiations (§ 54956.8) **Property:** 16800 Imperial Highway, Los Angeles County, California **Agency Negotiator:** Alfredo Rubalcava **Negotiating Parties:** Magnolia Public Schools and the Property Owner/Lessor of 16800 Imperial Highway **Under Negotiation:** Lease terms, including rent, duration, renewal/option terms, and related conditions.			30 m
E.	Report Out of Closed Session	FYI		1 m
IV.	**Information/Discussion Items**			**7:09 PM**
A.	Enrollment Update	Discuss	Brenda Olivares	15 m
B.	Average Daily Attendance (ADA) Update	Discuss	Gokhan Serce	15 m
C.	Data Presentation: 2025-26 MPS Demographics	Discuss	David Yilmaz	15 m
D.	Data Presentation: Local Control Accountability Plans (LCAP) Mid-Year Update	Discuss	David Yilmaz	15 m
V.	**Action Items**			**8:09 PM**
A.	Approval of Revised MPS Board Officers	Vote	Alfredo Rubalcava	7 m
B.	Approval of 2026-27 School Safety Plans for all Magnolia Public Schools	Vote	Meagan Wittek	7 m
C.	Approval of Revised Teacher Evaluation Protocol	Vote	David Yilmaz	10 m
D.	Approval of California School Finance Authority (CSFA) Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group – Issue No. 2), Series 2026A and Series 2026B (Taxable) and Adoption of Related Bond	Vote	Erdinc Acar & Patrick Ontiveros	7 m

		Purpose	Presenter	Time
	Resolutions (Magnolia Science Academy-5 Project)			
VI.	**Closing Items**			**8:40 PM**
A.	Adjourn Meeting			1 m

Coversheet

Announcements - CEO & Superintendent, Board, Student Board Member

Section: I. Opening Items
Item: F. Announcements - CEO & Superintendent, Board, Student Board Member
Purpose:
Submitted by:
Related Material: CEO Announcements_Feb 2026.pdf

HOME OF THE
WIZARDS
MAGNOLIA SCIENCE ACADEMY SAN DIEGO

20 years of Excellence, a Lifetime of Impact

MAGNOLIA SCIENCE ACADEMY
SAN DIEGO

MAGNOLIA SCIENCE ACADEMY SAN DIEGO

20 yea

MOMENTUM MIDDLE SCHOOL

U.S. Department of Education National Blue Ribbon Schools

2x

A California Distinguished School

MSA COMETS

HOME OF THE WIZARDS

Coversheet

Approval of Minutes from MPS Regular Board Meeting & MPS Board Retreat - January 24, 2026

Section: I. Opening Items
Item: G. Approval of Minutes from MPS Regular Board Meeting & MPS Board Retreat - January 24, 2026
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Board Meeting & MPS Board Retreat on January 24, 2026

APPROVED

Magnolia Public Schools

Minutes

Regular Board Meeting & MPS Board Retreat

Date and Time
Saturday January 24, 2026 at 9:00 AM

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

Board Members:
Mr. Mekan Muhammedov, Chair
Ms. Sandra Covarrubias, Vice-Chair
Dr. Umit Yapanel
Dr. Salih Dikbas
Ms. Diane Gonzalez
Mr. Serdar Orazov

Student Board Member:
Ms. Sofia Perez

CEO & Superintendent:
Mr. Alfredo Rubalcava

Directors Present
D. Gonzalez, M. Muhammedov, S. Covarrubias, S. Dikbas, S. Orazov, U. Yapanel

Directors Absent
None

Directors who arrived after the meeting opened
S. Covarrubias, U. Yapanel

Guests Present
J. Lara

I. Opening Items

A. Call the Meeting to Order

M. Muhammedov called a meeting of the board of directors of Magnolia Public Schools to order on Saturday Jan 24, 2026 at 9:04 AM.

B. Pledge of Allegiance

Board, staff and guests conducted the pledge of allegiance.

C. Record Attendance and Guests

Refer to the attendance information recorded above. S. Perez, Student Board Member, was absent for this meeting and announced that she was attending a mathematics competition.

D. Approval of Agenda

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

Roll Call

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

E. Public Comments

No public comments were made at this time.

F. Announcements - CEO & Superintendent, Board, Student Board Member

No announcements were made at this time.

G. Approval of Minutes from MPS Regular Board Meeting - December 11, 2025

D. Gonzalez made a motion to approve the minutes from Regular Board Meeting on 12-11-25.
S. Orazov seconded the motion.
The board **VOTED** to approve the motion.

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

II. Consent Items

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

M. Muhammedov made a motion to approve the School Accountability Report Cards (SARC) for all Magnolia Public Schools.
S. Orazov seconded the motion.
The board **VOTED** to approve the motion.

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

III. Action Items

A. Approval of 2024-25 Annual Audit Report and Corrective Actions for all Magnolia Science Academy Schools and the Home Office

S. Budhraja, Chief Financial Officer, reported on the annual audit each which consisted from July 1, 2024 to June 30, 2025. He reported that this was an unmodified report. He went over the financials inclusive of revenues and expenditures. Jonathan from Eide Bailly LLP was present to speak more on the details of the audit. It was reported that there were findings specific to attendance and financial reporting for complex transactions regarding the LLC. Corrective actions were taken and findings were addressed. Jonathan reported that overall the financial statements were unmodified which he stated was a clean opinion and all amounts were presented fairly. He provided details on the material weaknesses/findings and it being addressed. Board questions and comments were raised and staff addressed them. The Board made some notes to make the net impact clear and explicit for everyone who sees the report. The Board moved to add additional language to the motion.

S. Covarrubias arrived at 9:25 AM.
S. Orazov made a motion to amend the existing motion and instead approve the 2024-25 Annual Audit Report for Magnolia Educational & Research Foundation (MERF), alld Magnolia Science Academy (MSA) schools, and the Home Office. With such clarifications and changes that the Board reasonably requested and subject to final auditor approval.
M. Muhammedov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

B. Approval of MPS Policy Addressing Student Behavioral Health Referral Process

M. Wittek, Director of Student Services, stated that MPS already had referral processes and systems in place to support students with behavioral health needs. She reported that with the passage of SB153, an Education Code law was added that on or before January 31, 2026, all LEA's serving grades 7-12 must adopt a formal policy on referral protocols for students with behavioral health concerns including mental health needs, behavioral or emotional challenges, and substance abuse related needs. She reported that the policy addresses procedures for referring students to behavioral health professionals and support services. Additionally, the policy includes considerable considerations for high risk groups and trainings. She added the goal is to focus on early identification and equitable access to services for students with behavioral health needs.
D. Gonzalez made a motion to approve the MPS Policy Addressing Student Behavioral Health Referral Process.
S. Covarrubias seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

C. Approval of Intra-Organization Loan from Magnolia Science Academy-Bell to Magnolia Educational & Research Foundation

S. Budhraja, Chief Financial Officer, reported that this is to extend the previously approved intra-organization loan balance of $1.31 million by modifying the repayment term to a 5-year schedule beginning July 2026, consistent with year-end reconciliation

and approved loan terms. He stated that the amount and interest rate would stay the same. Board requested for staff to bring the balances of all intra company loans as an informational item. Board questions were addressed by staff.
M. Muhammedov made a motion to approve the Resolution for the extension of the Intra-Organization Loan between Magnolia Science Academy – 8 (MSA-8) and Magnolia Educational & Research Foundation (MERF). This action extends the remaining authorized intra-organization loan balance of $1.31 million from its original 1-year term to a 5-year repayment term, with quarterly payments beginning in July 2026, under the same interest rate and repayment structure previously approved by the Board.
S. Dikbas seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

D. Approval of Intra-Organization Loan from Magnolia Educational & Research Foundation to Magnolia Science Academy-7

S. Budhraja, Chief Financial Officer, reported that this is similar to the previous item. This is the second part of the previous transaction. Similar to the previous item, the purpose is to extend the previously approved intra-organization loan balance of $1.31 million by modifying the repayment term to a 5-year schedule beginning July 2026.
M. Muhammedov made a motion to approve the Resolution for the extension of the Intra-Organization Loan between Magnolia Science Academy – 7 (MSA-7) and Magnolia Educational & Research Foundation (MERF). The remaining authorized but undrawn loan balance of $1.31 million is being extended from its original 1-year term to a 5-year repayment term, with quarterly payments beginning in July 2026, under the same interest rate and repayment structure previously approved by the Board.
S. Orazov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Dikbas	Aye
S. Orazov	Aye
S. Covarrubias	Aye
M. Muhammedov	Aye
D. Gonzalez	Aye

E. Approval of Pro-Craft Change Orders Nos. 014 - 016 for the Magnolia Science Academy-5, 7111 Winnetka Ave Project

P. Ontiveros, General Counsel & Director of Facilities, reported that the change items for the Magnolia Science Academy (MSA)-5 project consists of crane pad regrading that due to the rains, Los Angeles Department of Water & Power (LADWP) vaults and conduits, and under-building sewer connection. He went over the costs and the credits that would be received. Board requested that under the budget implications for staff to reflect the remaining contingency budget moving forward. Board questions were addressed by staff.
M. Muhammedov made a motion to approve change orders 14, 15 and 16 (collectively, the “Change Orders”) from Pro-Craft Construction, Inc. (“PCC”) in the total amount of Two Hundred Two Thousand Four Hundred Seventy One and Thirty cents ($202,471.30) for the Magnolia Science Academy-5 7111 Winnetka Avenue project (the “Project”).
S. Orazov seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

M. Muhammedov	Aye
D. Gonzalez	Aye
S. Covarrubias	Absent
S. Orazov	Aye
S. Dikbas	Aye

F. Approval of Silver Creek Change Orders Nos. 1 - 6 for the Magnolia Science Academy-5, 7111 Winnetka Ave Project

P. Ontiveros, General Counsel & Director of Facilities, reported on the deductive change orders which were savings to the Magnolia Science Academy (MSA)-5 project. Staff identified savings for this project without affecting the look and feel of the project as what is being communicated to the community and public. He reported on removing the partitions that were in all of the classrooms and replacing them with windows along with a few others. He reported that overall the net effect is a reduction of the project costs. Board questions were addressed by staff.
S. Orazov made a motion to approve Silver Creek Modular Change Orders Nos. 1-6 (the “Change Orders”) for the Magnolia Science Academy-5 7111 Winnetka Ave Project (the “Project”) for a total deductive amount of Three Hundred Thirty One Thousand Four Hundred Forty Four and Twenty Six cents (-$331,444.26).
D. Gonzalez seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

S. Covarrubias	Absent
S. Orazov	Aye
S. Dikbas	Aye
M. Muhammedov	Aye
D. Gonzalez	Aye

IV. Intermission

A.

Recess

J. Lara, Board Secretary, announced that there will be a 15 minute recess.

V. Closed Session

A. Public Announcement of Closed Session

M. Muhammedov, Board Chair, reported that the Board will be going into Closed Session to discuss Public employee discipline/dismissal release and will report out.

B. Public Employee Discipline/Dismissal Release (§ 54957)

U. Yapanel arrived at 10:25 AM.
Item was discussed in Closed Session.

C. Report Out of Closed Session

M. Muhammedov, reported in open session at 4:21pm that the Board took no action and guided staff to take necessary steps.
J. Lara, announced that a motion was made to table items VI A: Approval and Discussion of the MPS 2030 Strategic Plan and VII A: Approval of Board Resolution for Creation of Position(s) for Magnolia Science Academy-Placentia Yorba Linda School Site for the Improvement of Educational Programs for Students.

M. Muhammedov moved the motion.
S. Orazov seconded the motion.

Roll call vote was taken:
M. Muhammedov voted Aye
S. Covarrubias voted Aye
U. Yapanel voted Aye
S. Dikbas voted Aye
D. Gonzalez voted Aye
S. Orazov voted Aye

Motion carries.

VI. Board Retreat - Strategic Plan

A. Approval and Discussion of the MPS 2030 Strategic Plan

Item was tabled.

VII. Action Items (Continued)

A.

Approval of Board Resolution for Creation of Position(s) for Magnolia Science Academy-Placentia Yorba Linda School Site for the Improvement of Educational Programs for Students

Item was tabled.

B. Approval of Overview and Roadmap for Staffing and Organization of New Orange County School in Irvine

F. Del Carpio, Chief People Officer, reported on the approval to post and recruit a founding Principal for a future Orange County school in Irvine which would be effective February 1, 2026. She stated this position is being sought out to ensure early leadership and position MPS to preparing for the opening of a school and to support early community engagement and culture momentum.
M. Muhammedov made a motion to authorize Magnolia Public Schools to post and recruit for a Founding Principal position for a future Orange County school site in Irvine. If approved, this position would begin in the current semester, effective February 1, 2026. This position is associated with Magnolia's approved countywide charter petition, which authorizes the opening of up to four schools within five years. Two schools under this petition— Anaheim and Placentia–Yorba Linda (PYL)—are already operational. The proposed Irvine school would represent the third school under this existing authorization.
D. Gonzalez seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

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

C. Approval of Preferred Vendor Contract for the Expansion & Replication of Magnolia Public Schools

B. Olivares, Chief Impact Officer, reported that they are seeking support and expansion in recruitment efforts in the schools in Orange County. She added Mariposa was initially introduced by the Charter Schools Growth Fund (CSGF). The contract is a 10-month partnership and the scope of work is enrollment outcomes. Board questions were addressed by staff.
M. Muhammedov made a motion to approve the partnership with Mariposa Consulting Group for the expansion and replication of Magnolia Public Schools.
S. Dikbas seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Gonzalez	Aye

Roll Call

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

VIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:29 PM.

Respectfully Submitted,
M. Muhammedov

Coversheet

Approval of Charter School Annual Report to the Los Angeles County Office of Education for Magnolia Science Academy-1, 2, 3, and 5

Section: II. Consent Items
Item: A. Approval of Charter School Annual Report to the Los Angeles County Office of Education for Magnolia Science Academy-1, 2, 3, and 5
Purpose: Vote
Submitted by:
Related Material: II_A_Charter School Annual Report LACOE .pdf

Agenda Item:	II A: Consent Item
Date:	February 12, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of Charter School Annual Report to LACOE for MSA-1, 2, 3, and 5

Action Proposed:

Staff recommends and moves that the Board approve the Charter School Annual Report to the Los Angeles County Office of Education (LACOE) for Magnolia Science Academy (MSA)-1, 2, 3, and 5.

Purpose:

This is the required annual report for our LACOE-authorized schools. Schools are asked to report on their Measurable Pupil Outcomes (MPOs) and related performance data. The report template, provided by LACOE, serves multiple purposes, including reporting on MPO performance, fulfilling the LCAP Mid-Year Update requirement, and supporting LACOE CSO Renewal Readiness.

Background:

LACOE-authorized schools are required to submit an annual report to the Los Angeles County Board of Education detailing progress toward the Measurable Pupil Outcomes (MPOs) outlined in each school's charter petition.

To support charter renewal documentation and compliance with the LCAP mid-year reporting requirement, LACOE has provided a Mid-Year LCAP Review & LACOE CSO Renewal Readiness Template. This template is used to document progress toward adopted LCAP goals and actions and requires reporting on:

- Root cause analysis
- Available and verified student outcome data

- Effectiveness of actions and services implemented to date
- Adjustments made or proposed, including how educational partner input informed those changes, particularly for student groups with the greatest needs

Information provided through this template supports alignment with LCFF priorities, fulfills the LCAP mid-year review requirements pursuant to Education Code §52062, and supports the Charter School Office's oversight responsibilities under Education Code §§47606.2 and 47606.5, including renewal review and technical assistance, as applicable.

Analysis:

Attached are the annual reports submitted to LACOE for MSA-1, MSA-2, MSA-3, and MSA-5. These reports describe each school's progress toward desired outcomes as defined by their MPOs and LCAP metrics. While some targets have been met, others have not yet been achieved but demonstrate progress. For outcomes not fully met, schools have provided explanations and identified action steps to address identified gaps.

Impact:

Ongoing analysis of progress toward charter MPOs and LCAP metrics is essential for identifying strengths and areas for improvement. This process informs the continuous refinement of educational programs and directly supports the LCAP development cycle. Additionally, submission of this annual report is a mandatory requirement for schools authorized by LACOE.

Exhibits:

- Charter School Annual Report to LACOE (one for each of MSA-1, 2, 3, and 5)

Magnolia Science Academy 1
Mid-Year LCAP Update & LACOE CSO Renewal Readiness Report

Section A - Background

Purpose & Statutory Overview

Present the *LCAP Mid-Year Update & LACOE CSO Renewal Readiness Report* in compliance with LACOE requirements and Ed Code §52062, §47606.2, and §47606.5.

- **Charter School/LEA Name:** Magnolia Science Academy 1
- **CDS Code:** 19101996119945
- **Date Presented to Board:** February 12, 2026

Our LACOE-authorized schools are required to submit a report to the Los Angeles County Board of Education detailing progress on the Measurable Pupil Outcomes (MPOs) outlined in each school's charter petition.

To maintain a cohesive framework of goals and measurable outcomes, the majority of MPOs in our charter petitions align with the metrics in the school Local Control and Accountability Plan (LCAP). The LCAP establishes a Baseline and a Desired Outcome for Year 3 for each metric. During the mid-year LCAP update, schools report interim progress and available performance data for the current year to assess progress toward the Year 3 Desired Outcome. This mid-year review provides an opportunity to monitor implementation, identify trends, and make any necessary adjustments prior to the end of the academic year. In contrast, the charter petition sets annual desired outcomes for each year of the petition term. During charter renewal (every five years), we align the desired MPOs in the petition with the LCAP's desired outcomes.

In essence, the mid-year report to LACOE parallels the LCAP mid-year reflection process, with additional narrative detail. Schools describe their progress toward desired outcomes to date, indicate whether they are on track to meet annual targets, and outline any adjustments or action steps they will take during the remainder of the year to achieve these goals.

Section B - LCAP Budget Overview for Parents

Item	As Adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$11,551,316	$5,902,722
LCFF Supplemental / Concentration Grants	$3,179,219	$1,624,580

Goal & Action Number	Action Title	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher Assignments & Credentials	$50,509.00	$25,890.91
1.2	Instructional Materials and Technology	$749,554.12	$395,459.76
1.3	Clean and Safe Facilities that Support Learning	$3,191,642.17	$1,589,951.85
1.4	Healthy and Nutritious Meals	$60,561.00	$24,348.50

1.5	Well-Orchestrated Home Office Support Services	$1,284,225.00	$656,243.33
2.1	Broad Course of Study & Standards-Based Curriculum	$3,216,090.58	$1,469,451.37
2.2	Professional Development for High-Quality Instruction	$186,244.31	$93,780.14
2.3	MTSS - Academic Enrichment, Intervention, and Student Support	$1,321,864.95	$655,370.13
2.4	Designated and Integrated ELD Programs and Support for ELs	$186,068.41	$42,981.40
2.5	Support for Students with Disabilities	$1,916,607.09	$935,003.21
3.1	College/Career Readiness Programs and Activities	$399,687.17	$187,101.48
3.2	STEM and GATE Programs	$7,965.00	$1,537.80
3.3	Digital Literacy and Citizenship	$191,746.98	$132,667.47
3.4	Physical Education, Activity, and Fitness	$553,022.19	$246,806.50
3.5	Additional Programs and Activities that Support Well-Rounded Education	$831,303.33	$403,824.83
4.1	Seeking Family Input for Decision-Making	$275.00	$140.96
4.2	Building Relationships & Partnerships with Families for Student Outcomes	$377,199.76	$191,166.31
4.3	MTSS - PBIS and SEL Support	$569,788.39	$313,257.24
4.4	Annual Educational Partner Surveys	$3,500.00	$3,500.00
4.5	Community Outreach & Partnerships	$629,125.72	$254,317.86
	Overall:	**$15,726,980.17**	**$7,622,801.05**

Section C - Goal # Progress (One for each goal)

Goals & Actions

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

1.1	Teacher assignments and credentials Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation	$50,509.00	$25,890.91
1.2	Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: Technology and NonCapital Equipment. The following expenditures will be funded by federal Title funds: -NonCapEquip: Resource: Title IV, Part A; Amount: $2,891	No	Ongoing Implementation	$749,554.12	$395,459.76

1.3	Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: Classified Support, Staff Benefits, Professional Services, Custodial Supplies, Rent & Leases, and building utilities and maintenance. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation	$3,191,642.17	$1,589,951.85
1.4	Healthy and nutritious meals Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: Food and Office Supplies. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$60,561.00	$24,348.50
1.5	Well-orchestrated Home Office support services The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: CMO Fees, Professional Services, Legal, Audit & CPA, Oversight fees, and Interest Expenses.	No	Ongoing Implementation	$1,284,225.00	$656,243.33

	The following expenditures will be funded by federal Title funds: 5800 Professional Services 5800_Cons Non Personnel Federal 3010 Title I - $27,859				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	Broad course of study and standards based curriculum Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation	$3,216,090.58	$1,469,451.37
2.2	Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and Teacher Salaries. The following expenditures will be funded by federal Title funds: -Certified Pupil Support Salaries: Title I, Part A ESEA; Amount: $115,055.81 -Professional development expenses: Resource: Title II; Amount: $34,000	Yes	Ongoing Implementation	$186,244.31	$93,780.14

2.3	MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Educational Software, Staff benefits, Administrator and Teacher salaries. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I, Part A; Amount: $80,728.38 -Unemployment Insurance: Resource: Title I, Part A; Amount: $8501.52 -Health & Welfare Benefits: Resource: Title I, Part A; Amount: $18,718.15 -OASDI/Medicare: Resource: Title I, Part A; Amount: $1,454.41 -STRS: Resource: Title I, Part A; Amount: $19,158.06 -Teacher Salaries: Resource: Title I, Part A; Amount: $100,304 -Educational Software: Resource: Title IV: Amount $3,180 LREBG ACTION: The planned use of the unexpended LREBG funds aligns with Action 2.3, which focuses on implementing a Multi-Tiered System of Supports (MTSS) to deliver targeted academic and social-emotional interventions. Funds will support personnel costs associated with providing small group and one-on-one interventions, co-taught classes, extended learning opportunities, and collaborative support meetings to ensure student progress is consistently monitored and addressed.	Yes	Ongoing Implementation	$1,321,864.95	$655,370.13

2.4	Designated and integrated ELD programs and support for ELs Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: Professional Services. The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title III - LEP; Amount: $89,739 -2400 Clerical & Tech: Resource: 4201 Title III - Imm. Ed. Amount: 69,264.67 -3100 STRS: Resource: 4201 Title III - Imm. Ed. Amount: 13,234.01 -3300 OASDI/Medicare: Resource: 4201 Title III - Imm. Ed. Amount: 1,004.68 -3400 Health & Welfare Benefits: Resource: 4201 Title III - Imm. Ed. Amount: 12,479.62 -3500 Unemployment Insurance: Resource: 4201 Title III - Imm. Ed. Amount: 346.44	Yes	Ongoing Implementation	$186,068.41	$42,981.40
2.5	Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.	No	Ongoing Implementation	$1,916,607.09	$935,003.21

	The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title IV, Part A ESEA; Amount: $8,000 -5869 SpEd Ctrct Inst: 3310 IDEA SPED ; Amount: $107,710.00				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	College/Career readiness programs and activities Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: Educational Software.. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I, Part A; Amount: $500	Yes	Ongoing Implementation	$399,687.17	$187,101.48
3.2	STEM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: Educational Software. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I, Part A; Amount: $7,965.00	Yes	Ongoing Implementation	$7,965.00	$1,537.80

3.3	Digital literacy and citizenship programs Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: Educational Software. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I, Part A; Amount: $3,000	Yes	Ongoing Implementation	$191,746.98	$132,667.47
3.4	Physical education, activity, and fitness Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE supplies expenses. The following expenditures will be funded by federal Title funds: -PE Supplies: Resource: Title IV, Part A; Amount: $15,000	Yes	Ongoing Implementation	$553,022.19	$246,806.50

3.5	Additional programs and activities that support well-rounded education To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$831,303.33	$403,824.83

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.1	Seeking family input for decision-making Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: 5940: Technology. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$275.00	$140.96

4.2	Building relationships and partnerships with families for student outcomes Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Professional Services, Unemployment Insurance, OASDI/Medicare, STRS, and Teacher Salaries. The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title I, Part A; Amount: $9,001 -Unemployment Insurance: Resource: Title I, Part A; Amount: $55 -OASDI/Medicare: Resource: Title I, Part A; Amount: $159.5 -STRS: Resource: Title I, Part A; Amount: $2,101 -Teacher Salaries: Resource: Title I, Part A; Amount: $11,000	Yes	Ongoing Implementation	$377,199.76	$191,166.31

4.3	MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Instructional Materials & Supplies. The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Resource: Title I, Part A; Amount: $5,000	Yes	Ongoing Implementation	$569,788.39	$313,257.24
4.4	Annual educational partner surveys Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: 5800 Professional Services 3010 Title I: $3,500	Yes	Planned	$3,500.00	$1,794.10

4.5	Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Corresponding personnel salaries, Marketing expenditures, professional services, membership fees. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$629,125.72	$254,317.86

Metrics

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 74.1%	2022-23: 71.4%		2023-24: 76.4%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%	2024-25 (As of 6/5/25): 0%		2025-26 (As of 1/23/26): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2025-26 (As of 1/23/26): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 74%	2024-25: (Fall 2023 to Fall 2024) 84%		2025-26: (Fall 2024 to Fall 2025) 77%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.1%	2024-25: (As of 5/31/25) 94.5%		2025-26: (As of 1/23/26): 96.0%	2026-27: >= 95.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 79%	2024-25: (As of 5/29/25) 40%		2025-26: (As of 1/28/26) 16%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 70%	2024-25: (First semester) 60%		2025-26: (First Semester) 63%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 33.01% -English Learners: 0.00% -Socioeconomically Disadvantaged: 31.44% -Students with Disabilities: 11.11% -Asian: 50.00% -Hispanic: 31.26% -White: 45.45%	2023-24: -All Students: 38.34% -English Learners: 0.97% -Socioeconomically Disadvantaged: 37.47% -Students with Disabilities: 14.52% -Asian: 72.22% -Hispanic: 34.69% -White: 50.50%		2024-25: -All Students: 34.42% -English Learners: 4.85% -Socioeconomically Disadvantaged: 33.15% -Students with Disabilities: 13.72% -Asian: 72.22% -Hispanic: 30.27% -White: 54.54%	2025-26: -All Students: >= 40.00% -English Learners: >=5.00% -Socioeconomically Disadvantaged: >= 39.00% -Students with Disabilities: >= 15.00% -Asian: >= 50.00% -Hispanic: >= 39.00% -White: >= 50.00%
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 41.1 points below standard -English Learners: 107.2 points below standard -Socioeconomically Disadvantaged: 45.7 points below standard -Students with Disabilities: 114.1 points below standard -Asian: 4.5 points below standard -Hispanic: 46.7 points below standard -White: 2.8 points above standard	2023-24: (2024 Dashboard) -All Students: 31.4 points below standard -English Learners: 106.8 points below standard -Socioeconomically Disadvantaged: 34.8 points below standard -Students with Disabilities: 109.3 points below standard -Hispanic: 41.4 points below standard -White: 2.3 points above standard		2024-25: (2025 Dashboard) -All Students: 42.3 points below standard -English Learners: 91.0 points below standard -Socioeconomically Disadvantaged: 45.3 points below standard -Students with Disabilities: 109.9 points below standard -Hispanic: 50.1 points below standard -White: 5.1 points below standard	2025-26: (2026 Dashboard) -All Students: 32.0 points below standard -English Learners: 92.0 points below standard -Socioeconomically Disadvantaged: 36.0 points below standard -Students with Disabilities: 99.0 points below standard -Hispanic: 36.0 points below standard -White: 6.0 points above standard

2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 57.9% -English Learners: 50.4% -Socioeconomically Disadvantaged: 57.3% -Students with Disabilities: 58.1% -Hispanic: 57.3% -White: *	2024-25: (Fall to Spring) -All Students: 53.1% -English Learners: 51.7% -Socioeconomically Disadvantaged: 51.7% -Students with Disabilities: 57.1% -Hispanic: 51.5% -White: 76.0%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.13 (CGP: 87th percentile) • English Learners: CGI: 1.25 (CGP: 89th percentile) • Socioeconomically Disadvantaged: CGI: 1.09 (CGP: 86th percentile) • Students with Disabilities: CGI: 1.81 (CGP: 96th percentile) • Hispanic: CGI: 1.12 (CGP: 87th percentile) • White: *	2024-25: (Fall to Spring) - All Students: CGI: 0.89 (CGP: 81st percentile) - English Learners: CGI: 1.96 (CGP: 97th percentile) - Socioeconomically Disadvantaged: CGI: 0.83 (CGP: 80th percentile) - Students with Disabilities: CGI: 2.68 (CGP: 100th percentile) - Hispanic: CGI: 0.72 (CGP: 76th percentile) - White: CGI: 0.85 (CGP: 80th percentile)		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 23.53% -English Learners: 0.00% -Socioeconomically Disadvantaged: 21.96% -Students with Disabilities: 3.64% -Asian: 38.46% -Hispanic: 22.28% -White: 28.57%	2023-24: -All Students: 24.73% -English Learners: 5.18% -Socioeconomically Disadvantaged: 23.34% -Students with Disabilities: 4.76% -Asian: 55.56% -Hispanic: 20.29% -White: 52.63%		2024-25: -All Students: 23.27% -English Learners: 1.83% -Socioeconomically Disadvantaged: 20.87% -Students with Disabilities: 5.88% -Asian: 50.00% -Hispanic: 19.46% -White: 41.66%	2025-26: -All Students: >= 28.00% -English Learners: >= 7.00% -Socioeconomically Disadvantaged: >= 27.00% -Students with Disabilities: >= 10.00% -Asian: >= 40.00% -Hispanic: >= 27.00% -White: >= 30.00%
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 82.7 points below standard -English Learners: 140.6 points below standard -Socioeconomically Disadvantaged: 89.0 points below standard -Students with Disabilities: 161.8 points below standard -Asian: 40.1 points below standard -Hispanic: 89.0 points below standard	2023-24: (2024 Dashboard) -All Students: 73.9 points below standard -English Learners: 122.8 points below standard -Socioeconomically Disadvantaged: 78.0 points below standard -Students with Disabilities: 157.4 points below standard -Hispanic: 83.2 points below standard -White: 9.9 points below standard		2024-25: (2025 Dashboard) -All Students: 95.7 points below standard -English Learners: 133.4 points below standard -Socioeconomically Disadvantaged: 102.0 points below standard -Students with Disabilities: 163.2 points below standard -Hispanic: 105.9 points below standard -White: 30.6 points below standard	2025-26: (2026 Dashboard) -All Students: 73.0 points below standard -English Learners: 125.0 points below standard -Socioeconomically Disadvantaged: 79.0 points below standard -Students with Disabilities: 144.0 points below standard -Hispanic: 79.0 points below standard -White: 28.0 points below standard

		-White: 37.2 points below standard				
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 61.1% -English Learners: 62.1% -Socioeconomically Disadvantaged: 60.1% -Students with Disabilities: 53.5% -Hispanic: 59.4% -White: *	2024-25: (Fall to Spring) -All Students: 60.2% -English Learners: 58.7% -Socioeconomically Disadvantaged: 59.4% -Students with Disabilities: 55.1% -Hispanic: 59.2% -White: 64.0%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.56 (CGP: 94th percentile) • English Learners: CGI: 2.75 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 1.46 (CGP: 93rd percentile) • Students with Disabilities: CGI: 1.61 (CGP: 95th percentile) • Hispanic: CGI: 1.49 (CGP: 93rd percentile) • White: *	2024-25: (Fall to Spring) - All Students: CGI: 2.09 (CGP: 98th percentile) - English Learners: CGI: 2.55 (CGP: 99th percentile) - Socioeconomically Disadvantaged: CGI: 2.05 (CGP: 98th percentile) - Students with Disabilities: CGI: 3.71 (CGP: 100th percentile) - Hispanic: CGI: 2.11 (CGP: 98th percentile) - White: CGI: 1.83 (CGP: 97th percentile)		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 55.4%	2023-24: (2024 Dashboard) 23.3%		2024-25: (2025 Dashboard) 40.7%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 18.2%	2023-24: (Internal) 7.7%		2024-25: (Internal) 8.0%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 5.6% -English Learners: 0.00% -Socioeconomically Disadvantaged: 5.26% -Students with Disabilities: 0.00% -Hispanic: 5.22%	2023-24: -All Students: 21.84% -English Learners: 0.00% -Socioeconomically Disadvantaged: 21.27% -Students with Disabilities: 2.22% -Hispanic: 19.18% -White: 0.00%		2024-25: -All Students: 21.61% -English Learners: 0.00% -Socioeconomically Disadvantaged: 19.18% -Students with Disabilities: 3.57% -Hispanic: 19.64% -White: 41.66%	2025-26: -All Students: >= 20.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: >= 8.00% -Hispanic: >= 20.00% -White: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 9%	2024-25: (As of 6/5/25) 9%		2025-26: (As of the begging of second semester) 12%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100%		2025-26: (As of the beginning of second semester) 100%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of the beginning of second semester) 100%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.7%	2024-25: (As of 5/23/25) 61.2%		2024-25: (2025 Dashboard) 71.3%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 64.38%	2024-25: (As of 1/24/25) 49.17%		2024-25: 54.79%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 24.66%	2024-25: (As of 5/23/25) 63.75%		2024-25: 19.72%	2025-26: >= 35.00%
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 75.3%	2023-24: 73.1%		2024-25: 53.2%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College	2022-23: 60.0%	2023-24: 66.7%		2024-25: 50.5%	2025-26: >= 55.0%

	Board)					
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 19.5%	2023-24: (2024 Dashboard) 31.2%		2024-25: (2025 Dashboard) 41.7%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23: (2023 Dashboard) 89.7%	2024-25: (As of 5/23/25) 92.9%		2024-25: (2025 Dashboard) 100.0%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 6/5/25) 0.00%		2024-25: (2025 Dashboard) 1.4%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 6/5/25 0.00%		2024-25: (2025 Dashboard) 1.0%	2025-26: (2026 Dashboard) >= 10.0%
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 26.0%	2024-25: (As of 5/23/25) 30.6%		2024-25: (CDE Dataquest) 30.6%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 45.2%	2024-25: (As of 5/23/25) 34.7%		2024-25: (CDE Dataquest) 34.7%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 53.3%	2024-25: (As of 5/23/25) 50.0%		2024-25: 50.0%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source:	2023-24: 88.0%	2024-25: (As of 5/23/25) 97%		2024-25: 97.0%	2026-27: >= 90%

	Naviance)					
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 76.0%	2024-25: (As of 5/23/25) 73%		2024-25: 73.0%	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 52.7%	Class of 2022: 54.3%		Class of 2023: 74.0%	Class of 2024: >= 60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 5	2024-25: (As of 6/5/25) 8		2025-26: (As of the beginning of second semester) 3	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 3	2024-25: (As of 6/5/25) 2		2025-26: (As of the beginning of second semester) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 78	2024-25: (As of 6/5/25) 39		2025-26: (As of the beginning of second semester) 25	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 14.4%	2024-25: (As of 6/5/25) 6.7%		2025-26: (As of 1/23/26) 6.1%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.17%	2024-25 P-2 ADA: (Months 1-8) 92.39%		2025-26 P-1 ADA: (Months 1-5) 93.90%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 23.5%	2023-24: (2024 Dashboard) 21.6% 2024-25: (As of 6/5/25) 24.1%		2024-25: (2025 Dashboard) 24.1% 2025-26: (As of 10/17/25) 18.5%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25: (As of 6/5/25) 2.4%		2025-26: (As of 1/23/26) 0.8%	2026-27: <= 2.0%
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 2.6%	2023-24: (CDE DataQuest) 0.0% 2024-25: (As of 6/5/25) 1.0%		2024-25: (CDE DataQuest) N/A 2025-26: (As of the beginning of second semester) 3.0%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 94.9%	2023-24: (2024 Dashboard) 97.4% 2024-25: (As of 5/25/25) 100.0%		2024-25: (2025 Dashboard) 96.1% 2025-26: (As of the beginning of second semester) 100.0%	2025-26: (2026 Dashboard) >= 95.0%

4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 3.5%	2023-24: (2024 Dashboard) 2.5% 2024-25: (As of 5/28/25) 4.7%		2024-25: (2025 Dashboard) 5.0% 2025-26: (As of 1/20/26) 0.7%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.13% 2024-25: (As of 5/28/25) 0.0%		2024-25: (CDE DataQuest) N/A 2025-26: (As of 1/20/26) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 99.3% Families: 91.0% Staff: 100.0%	2024-25: Students: 96.1% Families: 42.7% Staff: 88.0%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 55.0% Families: 92.0% Staff: 70.0%	2024-25: Students: 54% Families: 91% Staff: 53%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 62% Families: 95% Staff: 77%	2024-25: Students: 65% Families: 89% Staff: 48%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 84.38%	2024-25: (Spring 2024 to Fall 2024) 86%		2025-26: (Spring 2025 to Fall 2025) 76%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Section D(1) - Goal Narratives/Renewal Readiness

Goal 1:
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

A. Metrics, Outcomes, and Data Analysis:
Mid-year data show the school is partially on track for Goal 1. MSA-1 remains compliant with teacher assignment requirements. At present, 76% of teaching assignments have a monitoring outcome of "clear," which is below the target goal of 85%. Of the 33 teachers, 29 are fully credentialed, two are working toward a California Preliminary Teaching Credential, and two are interns. The teacher retention rate is 77%, which is slightly below the desired target goal of 80%.

Facilities meet the "good repair" standard. Improvements include the addition of a new gym, new PE equipment, and new fencing installed in the staff parking area. To address campus safety concerns, the school hired additional security personnel to support the safety of students and staff.

MSA-1 provides all students with access to high-quality, standards-aligned instructional materials for use at school and at home. In Language Arts, the StudySync curriculum supports instruction in literature and non fiction texts, writing, and speaking and listening. In Math, HMH curriculum is used to provide rigorous, standards-aligned instruction. In Social Studies and Science, McGraw Hill curriculum is utilized.

B. Planned Actions & Adjustments:
To address teacher assignment requirements, the administrative team will regularly collaborate with HR and the Credential Consultant to address questions and ensure appropriate class assignments. To support teacher retention, we hired an instructional coach who provides ongoing support and coaching to new teachers. Additionally, the admin conducts regular informal observations and meets with teachers to identify action steps and provide targeted feedback. Furthermore, based on classroom observations, we identify schoolwide areas of need and provide professional development focused on Universal Design for Learning (UDL), clear, measurable, and standards-aligned learning objectives, accommodations, and SDAIE strategies.

C. Engagement of Educational Partners:
Parent feedback regarding campus safety informed the decision to add additional security personnel. Staff input and observations informed the decision to hire an instructional coach to support new teachers with classroom management and instructional practices.

Goal 2:
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.

A. Metrics, Outcomes, and Data Analysis:
Mid year data shows that MSA-1 is partially on track. All students have full access to instructional materials, academic programs, and services. Based on the mid-year data 63% of students received a grade of "C" or better during the Fall semester with a 3% increase from last year. 2025-26 Winter MAP data shows that MSA-1 met growth projections for Reading (67.8%) and math (55.8%). In addition, MSA-1's Winter MAP Testing CGI was positive for both Reading (0.78) and Math (0.14). However, 2025 SBAC and Distance from Standard (DFS) data is below State average for some sub groups. Root causes contributing to these outcomes are teacher vacancies for some subjects and inconsistent instructional practices and differentiation in the 2024-25 school year.

B. Planned Actions & Adjustments:
Based on mid-year data, MSA-1 team decided to provide additional academic interventions with targeted student groups for Power English, Power Math, and Saturday school. In addition, school will provide additional EL strategies and UDL training for its teachers. The school admin will do more class observations and provide constructive feedback for teachers to improve student engagement and learning.

C. Engagement of Educational Partners:
MSA-1 team focused on data analysis and academic intervention with staff and families in the beginning of the Spring semester. The school admin will increase data awareness among teachers with deep diving into SBAC, MAP and CA Dashboard data including student sub groups and will conduct root cause analysis sessions to receive teachers' feedback. The school will also seek stakeholder feedback during the PAC and Coffee with the admin meetings.

Goal 3:
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

A. Metrics, Outcomes, and Data Analysis:
Mid-year data show the school is on track toward Goal 3. Enrollment in accelerated and advanced mathematics increased to 12% and participation in computer science/blended learning and STEAM projects remains at 100%. Dual enrollment completion rose to 41.7%, and UC/CSU A–G completion reached 100%, both exceeding targets. Seal of Biliteracy (30.6%) and Golden State Seal Merit Diploma (34.7%) rates remain above desired outcomes. College acceptance increased to 97%, and the college-going rate climbed to 74%.

B. Planned Actions & Adjustments:
Based on mid-year data, the school will strengthen AP readiness supports and expand early monitoring of college-aligned benchmarks. The school will increase instructional coaching, provide targeted tutoring in ELA and mathematics, vertically align college-readiness skills across grades. These adjustments strengthen alignment between LCAP goals, MPOs, and charter commitments by reinforcing equitable access to rigorous coursework and postsecondary pathways. Resources will support professional development, pathway expansion, and academic interventions.

C. Engagement of Educational Partners:
Educational partners—including families, staff, and students—reviewed mid-year data through advisory committees, department meetings, and surveys. Partner input prioritized AP performance. This feedback informed mid-year adjustments by guiding tutoring expansion, pathway development, and family outreach on college-readiness options.

Goal 4:
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

A. Metrics, Outcomes, and Data Analysis:
Midyear data indicates that of the 26 measurable indicators, MSA-1 is currently on track in 12 areas and demonstrating progress in an additional six. To date, MSA-1 has hosted 25 Family Engagement Activities, significantly exceeding the target of 10. Average Daily Attendance (ADA) is trending at 93.9%, surpassing the LCAP goal by 2.02%. Graduation outcomes are projected at 100%, exceeding the LCAP goal by 5%.

The current suspension rate is 0.7%, which is 1.8% below the established target of 2.5%. Student retention has met the LCAP goal at 86%, exceeding the target by 1%. MSA-1 anticipates meeting the annual target for community partner meetings, including PAC and ELAC, by year's end. Increased participation in home visits is underway to close the remaining 8.9% gap toward the 15% goal. Additionally, chronic absenteeism is currently meeting the LCAP target of 20%, with ongoing efforts focused on continued improvement.

Finally, MSA-1 is actively preparing to measure Student, Family, and Staff Participation, Approval, and Satisfaction rates, which will be assessed through surveys administered in March.

B. Planned Actions and Adjustments:
MSA-1 will continue to hold regularly scheduled PAC and ELAC meetings and has begun allocating unrestricted funds toward student recognition incentives for maintaining or improving attendance. These efforts are intended to further strengthen ADA and reduce chronic absenteeism.

To support family engagement and attendance initiatives, additional time will be provided for staff to conduct home visits during Wednesday professional development days. MSA-1 will also continue using prior year survey data to guide planning and implementation strategies aimed at improving Student, Family, and Staff Approval and Satisfaction rates in advance of the Spring survey administration.

C. Engagement of Educational Partners:
LCAP data is consistently shared with educational partners through PAC meetings, Coffee with the Administration sessions, and weekly Wednesday staff meetings. Individual student data is reviewed during semester-based meetings held within SSR/Advisory periods. These engagement opportunities ensure that multiple community partners are informed and able to provide input. Feedback gathered through these forums serves as a key driver for programmatic adjustments and annual planning decisions.

Section D(2) - Measurable Pupil Outcomes Table

Measurable Pupil Outcomes MAGNOLIA SCIENCE ACADEMY 1 2025 to 2030 Charter Term
Goal 1:
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

Measurable Outcomes	School Reported Performance				Outcome Met?
	Group(s)	Year	Goal	Annual Report	
1. Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	All Students	2022-23 (Baseline)	N/A	71.40%	N/A
		2024-25	> 85%	76.40%	No
		2025-26	> 85%	N/A	N/A
	Group(s)	Year	Goal	Annual Report	Outcome Met?
2. Students will have equitable access to high-quality and standards-aligned instructional materials.	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	0%	0.00%	Yes
		2025-26	0%	0% (as of 1/23/26)	In Progress
	Group(s)	Year	Goal	Annual Report	Outcome Met?
3. Items on facility inspection checklists will be in compliance/good standing.	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	0	0.00%	Yes
		2025-26	0	0% (as of 1/23/26)	In Progress

Goal 2:

EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Measurable Outcomes	School Reported Performance				Outcome Met?
	Group(s)	Year	Goal	Annual Report	
1. Charter School will provide sufficient access to all programs and services.	All Students	2023-24 (Baseline)	N/A	100.00%	N/A
		2024-25	100%	100.00%	Yes
		2025-26	100%	100.00%	Yes
	Group(s)	Year	Goal	Annual Report	Outcome Met?
2. Charter School will provide implementation of state standards for all students.	All Students	2023-24 (Baseline)	N/A	79.00%	N/A
		2024-25	≥ 85%	40.00%	No
		2025-26	≥ 85%	19% (as of 1/28/26)	In Progress
	Group(s)	Year	Goal	Annual Report	Outcome Met?
3. Charter School will provide a Multi-Tiered System of Supports ("MTSS") model of varied and strategically utilized supports and interventions to all students, including ELs, both during the school day and after school.	All Students	2023-24 (Baseline)	N/A	70.00%	N/A
		2024-25	≥ 80%	100.00%	Yes
		2025-26	≥ 80%	100.00%	In Progress
	Group(s)	Year	Goal	Annual Report	Outcome Met?
4. Schoolwide and all statistically significant student groups in grades 6-8 and 11 will demonstrate grade-level proficiency on the CAASPP-ELA/Literacy assessments.	All Students	2023-24 (Baseline)	N/A	38.34%	N/A
		2024-25	2 percentage points increase from the prior year	34.42%	No

		2025-26	2 percentage points increase from the prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	37.47%	N/A
		2024-25	2 percentage points increase from the prior year	33.15%	No
		2025-26	2 percentage points increase from the prior year	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	0.97%	N/A
		2024-25	3 percentage points increase from the prior year	4.85%	Yes
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	3 percentage points increase from the prior year	4.44%	Yes
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	14.52%	N/A
		2024-25	3 percentage points increase from the prior year	13.72%	No
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	34.69%	N/A
		2024-25	2 percentage points increase from the prior year	30.27%	No
		2025-26	2 percentage points increase from the prior year	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A

	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	72.22%	N/A
		2024-25	1 percentage point increase from the prior year	72.22%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	1 percentage point increase from the prior year	N/A	N/A
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	50.00%	N/A
		2024-25	1 percentage point increase from the prior year	54.54%	Yes
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
5. All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-ELA/Literacy assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	31.4 points below standard	N/A
		2024-25	3 points increase from the prior year	42.3 points below standard	No
		2025-26	3 points increase from the prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	34.8 points below standard	N/A
		2024-25	3 points increase from the prior year	45.3 points below standard	No
		2025-26	3 points increase from the prior year	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	106.8 points below standard	N/A
		2024-25	8 points increase from the prior year	91.0 points below standard	Yes

		2025-26	8 points increase from the prior year	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	141.8 points below standard	N/A
		2024-25	8 points increase from the prior year	127.3 points below standard	Yes
		2025-26	8 points increase from the prior year	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	109.3 points below standard	N/A
		2024-25	5 points increase from the prior year	109.9 points below standard	No
		2025-26	5 points increase from the prior year	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	41.4 points below standard	N/A
		2024-25	3 points increase from the prior year	50.1 points below standard	No
		2025-26	3 points increase from the prior year	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	61.5 points above standard	N/A
		2024-25	1 point increase from the prior year	19.1 pts above standard	No
		2025-26	1 point increase from the prior year	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	1 point increase from the prior year	N/A	N/A
		2025-26	1 point increase from the prior year	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A

	White (WH)	2023-24 (Baseline)	N/A	2.3 points below standard	N/A
		2024-25	N/A	5.1 points below standard	No
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	1 point increase from the prior year	N/A	N/A
		2025-26	1 point increase from the prior year	N/A	N/A
6. All schoolwide and statistically significant student groups will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Reading assessment (Grades 6-11)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	57.90%	N/A
		2024-25	≥ 50%	53.10%	Yes
		2025-26	≥ 50%	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	57.30%	N/A
		2024-25	≥ 50%	51.70%	Yes
		2025-26	≥ 50%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	50.40%	N/A
		2024-25	≥ 50%	51.70%	Yes
		2025-26	≥ 50%	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	58.10%	N/A
		2024-25	≥ 50%	57.10%	Yes
		2025-26	≥ 50%	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	57.30%	N/A
		2024-25	≥ 50%	51.50%	Yes
		2025-26	≥ 50%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A

	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
7. All Schoolwide and all statistically significant student groups in grades 6-8 and 11 will demonstrate grade-level proficiency on the CAASPP-Mathematics assessments.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	24.73%	N/A
		2024-25	1 percentage point increase from the prior year	23.27%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	23.34%	N/A
		2024-25	1 percentage point increase from the prior year	20.87%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	5.18%	N/A
		2024-25	3 percentage points increase	1.83%	No
		2025-26	3 percentage points increase	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	3.64%	N/A
		2024-25	3 percentage points increase	0.00%	No
		2025-26	3 percentage points increase	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	4.76%	N/A

		2024-25	3 percentage points increase	5.88%	No
		2025-26	3 percentage points increase	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	20.29%	N/A
		2024-25	1 percentage point increase from the prior year	19.46%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	55.56%	N/A
		2024-25	1 percentage point increase from the prior year	50.00%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	1 percentage point increase from the prior year	N/A	N/A
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	52.63%	N/A
		2024-25	1 percentage point increase from the prior year	41.66%	No

		2025-26	1 percentage point increase from the prior year	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
8. All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-Mathematics assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	73.9 points below standard	N/A
		2024-25	4 points increase from the prior year	95.7 points below standard	No
		2025-26	4 points increase from the prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	78.0 points below standard	N/A
		2024-25	4 points increase from the prior year	102.0 points below standard	No
		2025-26	4 points increase from the prior year	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	122.8 points below standard	N/A
		2024-25	8 points increase from the prior year	133.4 points below standard	No
		2025-26	8 points increase from the prior year	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	164.8 points below standard	N/A
		2024-25	8 points increase from the prior year	185.0 points below standard	No
		2025-26	8 points increase from the prior year	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	157.4 points below standard	N/A
		2024-25	8 points increase from the prior year	163.2 points below standard	No
		2025-26	8 points increase from the prior year	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	83.2 points below standard	N/A
		2024-25	4 points increase from the prior year	105.9 points below standard	No
		2025-26	4 points increase from the prior year	N/A	N/A

	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	19.7 points below standard	N/A
		2024-25	3 points increase from the prior year	49.3 points below standard	No
		2025-26	3 points increase from the prior year	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	2 points increase from the prior year	N/A	N/A
		2025-26	2 points increase from the prior year	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	9.9 points below standard	N/A
		2024-25	3 points increase from the prior year	30.6 points below standard	No
		2025-26	3 points increase from the prior year	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
9. All schoolwide and statistically significant student groups will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Mathematics assessment (Grades 6-11)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	61.10%	N/A
		2024-25	≥ 50%	60.20%	Yes
		2025-26	≥ 50%	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	60.10%	N/A
		2024-25	≥ 50%	59.40%	Yes
		2025-26	≥ 50%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	62.10%	N/A
		2024-25	≥ 50%	58.70%	Yes
		2025-26	≥ 50%	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A

		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	53.30%	N/A
		2024-25	≥ 50%	55.10%	Yes
		2025-26	≥ 50%	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	Same as above.	N/A	N/A
		2025-26	Same as above.	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	59.40%	N/A
		2024-25	≥ 50%	59.20%	Yes
		2025-26	≥ 50%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
10. All Schoolwide and all statistically significant student groups in grades 8 and 10-12 will	Group(s)	Year	Goal	Annual Report	Outcome Met?

demonstrate grade-level proficiency on the California Science Test (CAST) assessments.	All Students	2023-24 (Baseline)	N/A	21.84%	N/A
		2024-25	1 percentage point increase from the prior year	21.61%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	21.27%	N/A
		2024-25	1 percentage point increase from the prior year	19.18%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	3 percentage points increase from the prior year	0.00%	No
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	3 percentage points increase from the prior year	0.00%	No
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	2.22%	N/A
		2024-25	3 percentage points increase from the prior year	3.57%	No
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	19.18%	N/A
		2024-25	1 percentage point increase from the prior year	19.64%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A

	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
11. EL students will make annual progress in learning English as measured by the ELPAC.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	English Learners	2023-24 (Baseline)	N/A	23.30%	N/A
		2024-25	≥ 50.0%	40.70%	No
		2025-26	≥ 50.0%	N/A	N/A
12. EL students will be reclassified annually.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	English Learners	2023-24 (Baseline)	N/A	6.90%	N/A
		2024-25	≥ 10.0%	8.00% (internal)	No
		2025-26	≥ 10.0%	N/A	N/A

Goal 3:					
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.					
Measurable Outcomes	School Reported Performance				Outcome Met?
1. All students will have sufficient access to Accelerated and/or Advanced Math courses and/or Advanced Math clubs.	Group(s)	Year	Goal	Annual Report	
	All Students	2023-24 (Baseline)	N/A	9.00%	N/A

		2024-25	≥ 10%	9.00%	No
		2025-26	≥ 10%	12.00% (internal; start of 2nd sem.)	In Progress
2. All students will learn grade-level appropriate computer and tech-based skills through core learning (keyboarding, Office Suite, online research/safety, and blended learning programs), as well as specific computer and tech-related courses and clubs in secondary grades (coding, robotics, etc.)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	99.00%	N/A
		2024-25	≥ 90%	100.00%	Yes
		2025-26	≥ 90%	100.00% (internal; start of 2nd sem.)	In Progress
3. All students (except those excluded for reasons such as the activities in their MTSS plan or IEP) will create or demonstrate a STEAM focused project, experiment, model, or demo.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	100.00%	N/A
		2024-25	≥ 80%	100.00%	Yes
		2025-26	≥ 80%	100.00% (internal; start of 2nd sem.)	In Progress
4. Students graduating from MSA-1 will be “prepared for college and career” by earning a high school diploma and meeting at least one other criteria of the College and Career Indicator (CCI), i.e., meeting A-G requirements, earning College Credits, passing AP exams, taking dual enrollment college courses, receiving the State Seal of Biliteracy; Golden State Seal, etc.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	80.50%	N/A
		2024-25	≥ 70.0%	71.30%	Yes
		2025-26	≥ 70.0%	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	81.10%	N/A
		2024-25	≥ 70.0%	71.40%	Yes
		2025-26	≥ 70.0%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	80.60%	N/A

		2024-25	≥ 70.0%	71.00%	Yes
		2025-26	≥ 70.0%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
5. Students graduating from MSA-1 will demonstrate college preparedness in ELA/Literacy pursuant to the Early Assessment Program (EAP)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	58.16%	N/A
		2024-25	≥ 55.00%	54.79%	No
		2025-26	≥ 55.00%	N/A	N/A
6. Students graduating from MSA-1 will demonstrate college preparedness in Mathematics pursuant to the Early Assessment Program (EAP)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	21.43%	N/A
		2024-25	≥ 35.00%	19.72%	No
		2025-26	≥ 35.00%	N/A	N/A
7. Students will be offered AP courses and AP course support to succeed on the AP exams.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	73.10%	N/A
		2024-25	≥ 55.0%	53.20%	No
		2025-26	≥ 55.0%	N/A	N/A
8. Graduating seniors will have passed an AP exam with a score of 3 or higher.	Group(s)	Year	Goal	Annual Report	Outcome Met?

	All Students	2023-24 (Baseline)	N/A	66.70%	N/A
		2024-25	≥ 60.0%	50.50%	No
		2025-26	≥ 60.0%	N/A	N/A

9. All students will have sufficient access to college courses through dual and concurrent enrollment.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	31.20%	N/A
		2024-25	≥ 35.0%	41.70%	Yes
		2025-26	≥ 35.0%	34.3% (internal; 1st sem.)	In Progress

10. All students will successfully complete courses that satisfy the requirements for entrance to the UC/CSU.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	96.10%	N/A
		2024-25	≥ 90.0%	100.00%	Yes
		2025-26	≥ 90.0%	85.1% (internal; 1st sem)	In Progress

11. Students will be offered courses that satisfy the requirements for Career Technical Education (CTE) sequences or programs of study that align with state board-approved career technical education standards and frameworks.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≥ 10.0%	1.40%	No
		2025-26	≥ 10.0%	0% (internal; 1st sem.)	In Progress

12. All students will successfully complete courses that satisfy the requirements for entrance to the UC/CSU and be offered courses that satisfy the requirements for Career Technical Education (CTE) sequences or programs of study that align with state board-approved career technical education standards and frameworks.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≥ 10.0%	1.00%	No
		2025-26	≥ 10.0%	0% (internal; 1st sem.)	In Progress

Goal 4:

CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Measurable Outcomes	School Reported Performance				Outcome Met?
1. Charter School will hold Parent Advisory Committee (PAC) meetings	Group(s)	Year	Goal	Annual Report	
	All Students	2023-24 (Baseline)	N/A	5	N/A
		2024-25	≥ 8	8	Yes
		2025-26	≥ 8	3 (as of 1/23/26)	In Progress

2. Charter School will hold English Learner Advisory Committee (ELAC) meetings.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	3	N/A
		2024-25	≥ 4	2	No
		2025-26	≥ 4	2 (as of 1/23/26)	In Progress

3. Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community and promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	78	N/A
		2024-25	≥ 50	39	No
		2025-26	≥ 50	25 (as of 1/23/26)	In Progress

4. Charter School's teachers will conduct home visits of students who are new to the school, seniors, students in the MTSS process or other identified needs, with visits tracked by the MTSS and administrators.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	14.40%	N/A
		2024-25	≥ 15.0%	6.70%	No
		2025-26	≥ 15.0%	6.1% (as of 1/23/26)	In Progress

5. Charter School will maintain a high average daily attendance (ADA) rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	Baseline 2023-24 (P-2 ADA)	N/A	93.17%	N/A
		2024-25	≥ 92.00%	92.39%	Yes
		2025-26	≥ 92.00%	93.9% (P-1; Months 1-5)	In Progress

6. Charter School will maintain a low chronic absenteeism rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	23.00%	N/A
		2024-25	≤ 19.0%	24.10%	No
		2025-26	≤ 19.0%	20% (as of 1/20/26)	In Progress
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	23.30%	N/A
		2024-25	≤ 19.0%	25.50%	No
		2025-26	≤ 19.0%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	25.20%	N/A
		2024-25	≤ 21.0%	29.80%	No
		2025-26	≤ 21.0%	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	24.10%	N/A
		2024-25	≤ 21.0%	22.00%	No
		2025-26	≤ 21.0%	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	41.20%	N/A
		2024-25	≤ 32.0%	37.50%	No
		2025-26	≤ 32.0%	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A

		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	23.70%	N/A
		2024-25	≤ 19.0%	24.00%	No
		2025-26	≤ 19.0%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
7. Charter School will maintain a low middle school dropout rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≤ 2.0%	2.40%	Yes
		2025-26	≤ 2.0%	0.8% (as of 1/23/26)	In Progress
8. Charter School will maintain a low high school dropout rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≤ 2.0%	3.00%	No
		2025-26	≤ 2.0%	3% (as of 1/23/26)	In Progress
9. Charter School will maintain a high graduation rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	97.40%	N/A

		2024-25	≥ 95.0%	96.10%	Yes
		2025-26	≥ 95.0%	100% (as of 1/23/26)	In Progress
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	97.30%	N/A
		2024-25	≥ 95.0%	97.00%	Yes
		2025-26	≥ 95.0%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	98.60%	N/A
		2024-25	≥ 95.0%	96.80%	Yes
		2025-26	≥ 95.0%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A

	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A

10. Charter School will maintain a low student suspension rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	2.50%	N/A
		2024-25	≤ 2.5%	5.00%	No
		2025-26	≤ 2.5%	0.7% (as of 1/20/26)	In Progress
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	2.70%	N/A
		2024-25	≤ 2.5%	5.30%	No
		2025-26	≤ 2.5%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	2.80%	N/A
		2024-25	≤ 2.5%	8.50%	No
		2025-26	≤ 2.5%	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	3.30%	N/A
		2024-25	≤ 3.0%	9.40%	No
		2025-26	≤ 3.0%	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	2.50%	N/A
		2024-25	≤ 2.5%	6.80%	No
		2025-26	≤ 2.5%	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	2.70%	N/A
		2024-25	≤ 2.5%	4.80%	No
		2025-26	≤ 2.5%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A

		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
11. Charter School will maintain a low student expulsion rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≤ 0.50%	0.00%	Yes
		2025-26	≤ 0.50%	0% (as of 1/20/26)	In Progress
12. Charter School will maintain high approval rates in the school experience surveys of students, families, and staff.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	Students	2023-24 (Baseline)	N/A	55.00%	N/A
		2024-25	≥ 65%	54.00%	No
		2025-26	≥ 65%	N/A	N/A
	Families	2023-24 (Baseline)	N/A	92.00%	N/A
		2024-25	≥ 95%	91.00%	No
		2025-26	≥ 95%	N/A	N/A
	Staff	2023-24 (Baseline)	N/A	70.00%	N/A
		2024-25	≥ 80%	53.00%	No
		2025-26	≥ 80%	N/A	N/A
13. Charter School will maintain high satisfaction rates in the school experience surveys of students, families, and staff.	Group(s)	Year	Goal	Annual Report	Outcome Met?

	Students	2023-24 (Baseline)	N/A	62.00%	N/A
		2024-25	≥ 75%	65.00%	No
		2025-26	≥ 75%	N/A	N/A
	Families	2023-24 (Baseline)	N/A	95.00%	N/A
		2024-25	≥ 95%	89.00%	No
		2025-26	≥ 95%	N/A	N/A
	Staff	2023-24 (Baseline)	N/A	77.00%	N/A
		2024-25	≥ 85%	48.00%	No
		2025-26	≥ 85%	N/A	N/A

Magnolia Science Academy 2
Mid-Year LCAP Update & LACOE CSO Renewal Readiness Report

Section A - Background

Purpose & Statutory Overview

Present the *LCAP Mid-Year Update & LACOE CSO Renewal Readiness Report* in compliance with LACOE requirements and Ed Code §52062, §47606.2, and §47606.5.

- **Charter School/LEA Name:** Magnolia Science Academy 2
- **CDS Code:** 19101990115212
- **Date Presented to Board:** February 12, 2026

Our LACOE-authorized schools are required to submit a report to the Los Angeles County Board of Education detailing progress on the Measurable Pupil Outcomes (MPOs) outlined in each school's charter petition.

To maintain a cohesive framework of goals and measurable outcomes, the majority of MPOs in our charter petitions align with the metrics in the school Local Control and Accountability Plan (LCAP). The LCAP establishes a Baseline and a Desired Outcome for Year 3 for each metric. During the mid-year LCAP update, schools report interim progress and available performance data for the current year to assess progress toward the Year 3 Desired Outcome. This mid-year review provides an opportunity to monitor implementation, identify trends, and make any necessary adjustments prior to the end of the academic year. In contrast, the charter petition sets annual desired outcomes for each year of the petition term. During charter renewal (every five years), we align the desired MPOs in the petition with the LCAP's desired outcomes.

In essence, the mid-year report to LACOE parallels the LCAP mid-year reflection process, with additional narrative detail. Schools describe their progress toward desired outcomes to date, indicate whether they are on track to meet annual targets, and outline any adjustments or action steps they will take during the remainder of the year to achieve these goals.

Section B - LCAP Budget Overview for Parents

Item	As Adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$7,692,290	$3,776,914
LCFF Supplemental / Concentration Grants	$2,143,899	$1,052,654

Goal & Action Number	Action Title	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher Assignments & Credentials	$30,502.00	$15,635.33
1.2	Instructional Materials and Technology	$494,584.35	$229,174.86
1.3	Clean and Safe Facilities that Support Learning	$2,022,775.68	$1,035,342.99
1.4	Healthy and Nutritious Meals	$19,126.00	$9,803.99

1.5	Well-Orchestrated Home Office Support Services	$1,222,013.00	$620,942.11
2.1	Broad Course of Study & Standards-Based Curriculum	$1,861,109.78	$970,291.49
2.2	Professional Development for High-Quality Instruction	$65,678.00	$33,666.54
2.3	MTSS - Academic Enrichment, Intervention, and Student Support	$529,402.25	$277,961.50
2.4	Designated and Integrated ELD Programs and Support for ELs	$1,000.00	$512.60
2.5	Support for Students with Disabilities	$1,112,943.77	$491,006.21
3.1	College/Career Readiness Programs and Activities	$162,156.71	$107,073.87
3.2	STEM and GATE Programs	$3,500.00	$1,794.10
3.3	Digital Literacy and Citizenship	$107,484.78	$35,525.45
3.4	Physical Education, Activity, and Fitness	$194,446.68	$109,431.35
3.5	Additional Programs and Activities that Support Well-Rounded Education	$628,940.39	$298,784.61
4.1	Seeking Family Input for Decision-Making	$275.00	$140.96
4.2	Building Relationships & Partnerships with Families for Student Outcomes	$361,340.90	$148,963.23
4.3	MTSS - PBIS and SEL Support	$608,211.51	$292,931.72
4.4	Annual Educational Partner Surveys	$2,200.00	$1,127.72
4.5	Community Outreach & Partnerships	$560,146.75	$221,818.42
	Overall:	**$9,987,837.55**	**$4,901,929.05**

Section C - Goal # Progress (One for each goal)

Goals & Actions

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

1.1	Teacher assignments and credentials Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation	$30,502.00	$15,635.33
1.2	Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: -Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: $22,909	No	Ongoing Implementation	$494,584.35	$229,174.86

1.3	Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation	$2,022,775.68	$1,035,342.99
1.4	Healthy and nutritious meals Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$19,126.00	$9,803.99
1.5	Well-orchestrated Home Office support services The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal	No	Ongoing Implementation	$1,222,013.00	$620,942.11

	fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	Broad course of study and standards based curriculum Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation	$1,861,109.78	$970,291.49
2.2	Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Professional development - Resource: Title II; Amount: $4,500 -Professional development - other expenses: Resource: Title IV, Part A ESEA (ESSA); Amount: $26,145	Yes	Ongoing Implementation	$65,678.00	$33,666.54

2.3	MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title I; Amount: $4,500 -Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: $3,180 -Educational Software: Resource: Title I; Amount: $43,319.79 -Intervention Teacher & Cert. Admin salary and benefits: Resource: Title I; Amount: $91,635.55	Yes	Ongoing Implementation	$529,402.25	$277,961.50
2.4	Designated and integrated ELD programs and support for ELs Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.	Yes	Ongoing Implementation	$1,000.00	$512.60

	The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title I; Amount: $1,000				
2.5	Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation	$1,112,943.77	$491,006.21

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	College/Career readiness programs and activities Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$162,156.71	$107,073.87

3.2	STEM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I; Amount: $2,000 -Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: $1,500	Yes	Ongoing Implementation	$3,500.00	$1,794.10
3.3	Digital literacy and citizenship programs Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$107,484.78	$35,525.45

3.4	Physical education, activity, and fitness Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$194,446.68	$109,431.35
3.5	Additional programs and activities that support well-rounded education To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$628,940.39	$298,784.61

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

4.1	Seeking family input for decision-making Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses, technology. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$275.00	$140.96
4.2	Building relationships and partnerships with families for student outcomes Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees,	Yes	Ongoing Implementation	$361,340.90	$148,963.23

	home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title I; Amount: $17,500				
4.3	MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Non-Instructional Student Supplies: Resource: Title III (Imm. Ed.); Amount: $2,866 -Instructional Materials and Supplies: Resource: Title I; Amount: $1,000 -Salary and benefits: Resource: Title I, Part A; Amount: $41,125.64	Yes	Ongoing Implementation	$608,211.51	$292,931.72

4.4	Annual educational partner surveys Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: 5800 Professional Services - 3010 Title I: $2,200	Yes	Planned	$2,200.00	$1,127.72
4.5	Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. The number of parent events, PAC, and ELAC meetings significantly increased, requiring additional staffing, translation services, and materials. The funds were used to pay the salaries and benefits of the community school liaison and community school coordinator based on student enrollment/school size. To strengthen attendance and engagement outcomes, we also invested more in support staff and extended hours for outreach teams. We highly value the efforts our families put in, so we set up celebratory events and send our coordinators to trainings to build a robust department and improve our school community. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$560,146.75	$221,818.42

Metrics

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 72.5%	2022-23: 63.2%		2023-24: 63.9%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at	2023-24: 0%	2024-25 (As of 6/5/25): 0%		2025-26 (As of 1/23/26): 0%

	home (Source: Local Indicator Priority 1)				
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2025-26 (As of 1/23/26): 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 78%	2024-25: (Fall 2023 to Fall 2024) 75%		2025-26: (Fall 2024 to Fall 2025) 79%
1.5	2026-27: (Fall 2025 to Fall 2026) >= 80%	2023-24: (As of 5/15/24) 93.4%	2024-25: (As of 5/31/25) 93.7%		2025-26: (As of 12/19/25): 93.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 78%	2024-25: (As of 5/29/25) 30%		2025-26: (As of 1/28/26) 49%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 55%	2024-25: (First semester) 49%		2025-26: (First semester) 46%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 42.73% -English Learners: 0.00% -Socioeconomically Disadvantaged: 39.81% -Students with Disabilities: 21.66% -Asian: * -Hispanic: 40.98% -White: 50.0%	2023-24: -All Students: 30.33% -English Learners: 3.64% -Socioeconomically Disadvantaged: 28.45% -Students with Disabilities: 13.11% -Hispanic: 28.75% -White: 35.72%		2024-25: -All Students: 35.82% -English Learners: 1.79% -Socioeconomically Disadvantaged: 35.56% -Students with Disabilities: 18.37% -Asian: * -Hispanic: 34.26% -White: *	2025-26: -All Students: >= 40.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 38.00% -Students with Disabilities: >= 20.00% -Hispanic: >= 39.00% -White: >= 45.00%

2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 19.3 points below standard -English Learners: 83.5 points below standard -Socioeconomically Disadvantaged: 26.4 points below standard -Students with Disabilities: 65.5 points below standard -Asian: * -Hispanic: 21.9 points below standard	2023-24: (2024 Dashboard) -All Students: 47.5 points below standard -English Learners: 91.7 points below standard -Socioeconomically Disadvantaged: 51.8 points below standard -Students with Disabilities: 86.6 points below standard -Hispanic: 51.7 points below standard -White: 22.6 points above standard		2024-25: (2025 Dashboard) -All Students: 31.9 points below standard -English Learners: 83.3 points below standard -Socioeconomically Disadvantaged: 32.6 points below standard -Students with Disabilities: 72.5 points below standard -Hispanic: 34.5 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 10.0 points below standard -English Learners: 70.0 points below standard -Socioeconomically Disadvantaged: 17.0 points below standard -Students with Disabilities: 56.0 points below standard -Hispanic: 12.0 points below standard -White: *
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 47.7% -English Learners: 40.0% -Socioeconomically Disadvantaged: 48.1% -Students with Disabilities: 41.9% -Hispanic: 47.3% -White: *	2024-25: (Fall to Spring) -All Students: 53.1% -English Learners: 50.0% -Socioeconomically Disadvantaged: 53.9% -Students with Disabilities: 55.8% -Hispanic: 52.5% -White: 60.0%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: -0.16 (CGP: 44th percentile) • English Learners: CGI: 0.60 (CGP: 73rd percentile) • Socioeconomically Disadvantaged: CGI: -0.25 (CGP: 40th percentile) • Students with Disabilities: CGI: -0.30 (CGP: 38th percentile) • Hispanic: CGI: -0.38 (CGP: 35th percentile) • White: *	2024-25: (Fall to Spring) - All Students: CGI: 0.48 (CGP: 68th percentile) - English Learners: CGI: 1.65 (CGP: 95th percentile) - Socioeconomically Disadvantaged: CGI: 0.55 (CGP: 71st percentile) - Students with Disabilities: CGI: 0.69 (CGP: 76th percentile) - Hispanic: CGI: 0.40 (CGP: 66th percentile) - White: CGI: 1.68 (CGP: 95th percentile)		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 25.66% -English Learners: 2.44% -Socioeconomically Disadvantaged: 22.73% -Students with Disabilities: 13.33% -Asian: * -Hispanic: 25.0% -White: 25.0%	2023-24: -All Students: 13.76% -English Learners: 3.64% -Socioeconomically Disadvantaged: 12.57% -Students with Disabilities: 4.92% -Hispanic: 12.19% -White: 14.29%		2024-25: -All Students: 13.18% -English Learners: 1.79% -Socioeconomically Disadvantaged: 12.77% -Students with Disabilities: 10.20% -Asian: * -Hispanic: 12.39% -White: *	2025-26: -All Students: >= 28.00% -English Learners: >= 7.00% -Socioeconomically Disadvantaged: >= 27.00% -Students with Disabilities: >= 15.00% -Hispanic: >= 28.00% -White: >= 28.00%

2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 62.9 points below standard -English Learners: 115.3 points below standard -Socioeconomically Disadvantaged: 70.9 points below standard -Students with Disabilities: 114.7 points below standard -Asian: * -Hispanic: 66.9 points below standard -White: 51.2 points below standard	2023-24: (2024 Dashboard) -All Students: 110.4 points below standard -English Learners: 161.3 points below standard -Socioeconomically Disadvantaged: 115.0 points below standard -Students with Disabilities: 147.9 points below standard -Hispanic: 115.7 points below standard -White: 96.0 points below standard		2024-25: (2025 Dashboard) -All Students: 104.5 points below standard -English Learners: 141.6 points below standard -Socioeconomically Disadvantaged: 105.5 points below standard -Students with Disabilities: 100.9 points below standard -Hispanic: 106.8 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 53.0 points below standard -English Learners: 100.0 points below standard -Socioeconomically Disadvantaged: 61.0 points below standard -Students with Disabilities: 100.0 points below standard -Hispanic: 57.0 points below standard -White: 42.0 points below standard
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 48.8% -English Learners: 48.5% -Socioeconomically Disadvantaged: 49.6% -Students with Disabilities: 50.0% -Hispanic: 49.9% -White: *	2024-25: (Fall to Spring) -All Students: 61.4% -English Learners: 61.5% -Socioeconomically Disadvantaged: 63.0% -Students with Disabilities: 67.5% -Hispanic: 62.2% -White: 60.0%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 0.51 (CGP: 69th percentile) • English Learners: CGI: 0.67 (CGP: 75th percentile) • Socioeconomically Disadvantaged: CGI: 0.51 (CGP: 69th percentile) • Students with Disabilities: CGI: 0.10 (CGP: 54th percentile) • Hispanic: CGI: 0.53 (CGP: 70th percentile) • White: *	2024-25: (Fall to Spring) - All Students: CGI: 1.07 (CGP: 86th percentile) - English Learners: CGI: 1.26 (CGP: 90th percentile) - Socioeconomically Disadvantaged: CGI: 1.16 (CGP: 88th percentile) - Students with Disabilities: CGI: 2.36 (CGP: 99th percentile) - Hispanic: CGI: 1.12 (CGP: 87th percentile) - White: CGI: 0.14 (CGP: 56th percentile)		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 60.0%	2023-24: (2024 Dashboard) 32.4%		2024-25: (2025 Dashboard) 41.9%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English	2022-23: 25.3%	2023-24: (Internal) 3.7%		2024-25: (Internal) 15.6%	2025-26: (CDE DataQuest)

	Proficient (RFEP) annually (Source: CDE DataQuest)					>= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 24.00% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.77% -Students with Disabilities: 7.41% -Hispanic: 20.61%	2023-24: -All Students: 19.35% -English Learners: 0.00% -Socioeconomically Disadvantaged: 18.49% -Students with Disabilities: 2.86% -Hispanic: 16.43% -White: 0.00%		2024-25: -All Students: 18.88% -English Learners: 0.00% -Socioeconomically Disadvantaged: 17.29% -Students with Disabilities: 4.76% -Hispanic: 17.97% -White: *	2025-26: -All Students: >= 25.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 22.00% -Students with Disabilities: >= 10.00% -Hispanic: >= 22.00% -White: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 14%	2024-25: (As of 6/5/25) 16%		2025-26: (As of start of second semester) 14%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of start of second semester) 100%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100%		2025-26: (As of start of second semester) 100%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 81.6%	2024-25: (As of 5/23/25) 60.7%		2024-25: (2025 Dashboard) 65.5%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 74.47%	2024-25: (As of 5/23/25) 52.38%		2024-25: 61.9%	2025-26: >= 55.00%

3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 51.06%	2024-25: (As of 5/23/25) 40.15%		2024-25: 14.63%	2025-26: >= 35.00%
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 84.6%	2023-24: 72.7%		2024-25: 66.7%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 17.0%	2023-24: 37.8%		2024-25: 44.6%	2025-26: >= 55.0%
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 59.2%	2023-24: (2024 Dashboard) 51.2%		2024-25: (2025 Dashboard) 63.2%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 91.8%	2024-25: (As of 5/23/25) 96.4%		2024-25: (2025 Dashboard) 100.0%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%

	Dashboard, CALPADS)					
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 2.1%	2024-25: (As of 5/23/25) 23.2%		2024-25: (CDE Dataquest) 22.4%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 55.3%	2024-25: (As of 5/23/25) 35.7%		2024-25: (CDE Dataquest) 34.5%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 47.7%	2024-25: (As of 5/23/25) 39.3%		2024-25: 39.3%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 84%		2024-25: 84.0%	2026-27: >= 90%
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 82%	2024-25: (As of 5/23/25) 55%		2024-25: 55.0%	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 51.2%	Class of 2022: 39.0%		Class of 2023: 72.3%	Class of 2024: >= 60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8	2024-25: (As of 6/5/25) 10		2025-26: (As of 1/23/26) 5	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 4	2024-25: (As of 6/5/25) 4		2025-26: (As of 1/23/26) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 45	2024-25: (As of 6/5/25) 45		2025-26: (As of 1/23/26) 21	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 4.4%	2024-25: (As of 6/5/25) 0.2%		2025-26: (As of 1/23/26) 0.2%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.3%	2024-25 P-2 ADA: (Months 1-8) 93.26%		2025-26 P-1 ADA: (Months 1-5) 94.36%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 21.3%	2023-24: (2024 Dashboard) 20.7% 2024-25: (As of 6/5/25) 18.7%		2024-25: (2025 Dashboard) 16.9% 2025-26: (As of 1/20/26) 16.7%	2025-26: (2026 Dashboard) <= 20.0%

4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25: (As of 6/5/25) 0.0%		2025-26: (As of 1/23/26) 0.0%	2026-27: <= 2.0%
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.0% 2024-25: (As of 6/5/25) 0.0%		2024-25: (CDE DataQuest) 5.2% 2025-26: (As of 1/23/26) 2.4%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 95.9%	2023-24: (2024 Dashboard) 97.8% 2024-25: (As of 5/25/25) 100.0%		2024-25: (2025 Dashboard) 97.8% 2025-26: (As of 1/23/26) 100.0%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24: (2024 Dashboard) 0.5% 2024-25: (As of 5/28/25) 2.2%		2024-25: (2025 Dashboard) 2.2% 2025-26: (As of 1/23/26) 0.4%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 5/28/25) 0.18%		2024-25: (CDE DataQuest) 0.18% 2025-26: (As of 1/23/26) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 100.0% Families: 100.0% Staff: 100.0%	2024-25: Students: 99.2% Families: 30.4% Staff: 70.4%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 57.0% Families: 90.0% Staff: 69.0%	2024-25: Students: 62% Families: 90% Staff: 59%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators."	2023-24: Students: 65% Families: 95% Staff: 72%	2024-25: Students: 74% Families: 93% Staff: 49%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%

	(Source: Local Indicator Priority 6, Panorama Education)					
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 86.46%	2024-25: (Spring 2024 to Fall 2024) 81%		2025-26: (Spring 2025 to Fall 2025) 81%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Section D(1) - Goal Narratives/Renewal Readiness

Goal 1:
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.
Part A: Metrics, Outcomes, and Data Analysis Mid-year data show the school is partially on track toward Goal 1. All students have full access to standards-aligned instructional materials, facilities remain in good repair, and teacher attendance and retention show modest improvement. While the percentage of teaching assignments with a “clear” assignment monitoring outcome remains below the long-term target, the school continues to improve this metric; all teachers are appropriately authorized and hold the required permits to teach their assigned courses. Root causes include teachers working with intern credentials or permits, working on getting their preliminary credentials, and continuing staff transitions during the year. **Part B: Planned Actions & Adjustments** Based on mid-year data, the school will strengthen credential monitoring and scheduling practices in collaboration with the Magnolia Public Schools Home Office. To address root causes, additional credential audits, targeted teacher support, and proactive recruitment strategies will be implemented. These adjustments strengthen alignment between LCAP goals, MPOs, and charter commitments by ensuring students are taught by appropriately credentialed teachers. **Part C: Engagement of Educational Partners** Educational partners, including administrators, teachers, and Home Office staff, reviewed staffing and compliance data related to Goal 1. Partner input identified credential alignment and staffing stability as priority needs. This feedback informed adjustments by emphasizing proactive monitoring and increased support for teachers completing credential requirements.

Goal 2:
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.
Part A: Metrics, Outcomes, and Data Analysis Mid-year data show the school is partially on track toward Goal 2. Students continue to have equitable access to core programs, and MAP growth data indicate improving trends in English Language Arts and Mathematics. CAASPP results and Distance from Standard data show early recovery but remain below state averages for some student groups, particularly English Learners and students with disabilities. Root causes include inconsistent instructional implementation and the need for stronger alignment between core instruction and timely interventions. **Part B: Planned Actions & Adjustments** Based on mid-year data, the school will increase the frequency of instructional observations and refine MTSS intervention placement. To address root causes, targeted professional development will focus on instructional consistency, differentiation, and standards-aligned practices. **Part C: Engagement of Educational Partners** Educational partners, including teachers, instructional leaders, and support staff, reviewed academic and growth data during data meetings and professional learning sessions. Partner input identified instructional consistency and timely interventions as priority needs. This feedback informed adjustments to professional development and intervention structures.

Goal 3:
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Part A: Metrics, Outcomes, and Data Analysis
Mid-year data show the school is on track toward Goal 3. Student participation in accelerated math, STEAM projects, technology courses, and blended learning meets or exceeds LCAP targets. College and career readiness indicators, including UC/CSU completion and college acceptance rates, remain strong. Variability in some college preparedness measures reflects the need for continued academic support within advanced pathways.
Part B: Planned Actions & Adjustments
Based on mid-year data, the school will continue current innovation-focused actions while strengthening support for students not yet meeting college readiness benchmarks. Targeted academic support will be expanded within advanced coursework and college readiness programs, such as AP programming and Dual Enrollment participation.
Part C: Engagement of Educational Partners
Educational partners, including students, staff, counselors, and families, reviewed college and career readiness data related to Goal 3. Partner input emphasized expanding access to advanced coursework and postsecondary guidance. This feedback informed refinements to pathway planning and student support.

Goal 4:
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Part A: Metrics, Outcomes, and Data Analysis
Mid-year data show the school is on track toward Goal 4. Family engagement activities, advisory committee meetings, and school events are progressing toward annual targets. Attendance rates have improved, and chronic absenteeism continues to decline, while suspension and expulsion rates remain low. These outcomes reflect effective engagement, attendance, and SEL systems.
Part B: Planned Actions & Adjustments
Based on mid-year data, the school will increase targeted outreach to families and expand engagement efforts during the second half of the year. To address participation gaps, communication supports, translation services, and home visit efforts will be strengthened.
Part C: Engagement of Educational Partners
Educational partners, including families, students, staff, and community members, reviewed engagement and climate data through PAC, ELAC, and leadership meetings. Partner input identified communication, attendance, and connectedness as priority needs. This feedback informed adjustments to outreach strategies and engagement activities.

Section D(2) - Measurable Pupil Outcomes Table

Measurable Pupil Outcomes
MAGNOLIA SCIENCE ACADEMY 2
2025 to 2030 Charter Term

Goal 1:
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

Measurable Outcomes	School Reported Performance				Outcome Met?
	Group(s)	Year	Goal	Annual Report	
1. Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	All Students	2022-23 (Baseline)	N/A	63.20%	N/A
		2024-25	> 85%	63.90%	No
		2025-26	> 85%	N/A	N/A
2. Students will have equitable access to high-quality and standards-aligned instructional materials.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	0%	0.00%	Yes
		2025-26	0%	0% (as of 1/23/26)	In Progress
3. Items on facility inspection checklists will be in compliance/good standing.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A

		2024-25	0	0.00%	Yes
		2025-26	0	0% (as of 1/23/26)	In Progress

Goal 2:

EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Measurable Outcomes	School Reported Performance				Outcome Met?
	Group(s)	Year	Goal	Annual Report	
1. Charter School will provide sufficient access to all programs and services.	All Students	2023-24 (Baseline)	N/A	100.00%	N/A
		2024-25	100%	100.00%	Yes
		2025-26	100%	100.00%	In Progress
	Group(s)	Year	Goal	Annual Report	Outcome Met?
2. Charter School will provide implementation of state standards for all students.	All Students	2023-24 (Baseline)	N/A	78.00%	N/A
		2024-25	≥ 85%	30.00%	No
		2025-26	≥ 85%	49% (as of 1/28/26)	In Progress
	Group(s)	Year	Goal	Annual Report	Outcome Met?
3. Charter School will provide a Multi-Tiered System of Supports ("MTSS") model of varied and strategically utilized supports and interventions to all students, including ELs, both during the school day and after school.	All Students	2023-24 (Baseline)	N/A	55.00%	N/A
		2024-25	≥ 80%	100.00%	Yes
		2025-26	≥ 80%	100.00%	In Progress
	Group(s)	Year	Goal	Annual Report	Outcome Met?
4. Schoolwide and all statistically significant student groups in grades 6-8 and 11 will demonstrate grade-level proficiency on the CAASPP-ELA/Literacy assessments.	All Students	2023-24 (Baseline)	N/A	30.33%	N/A
		2024-25	3 percentage points increase from the prior year	35.82%	Yes
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	28.45%	N/A
		2024-25	3 percentage points increase from the prior year	35.56%	Yes
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	3.64%	N/A
		2024-25	3 percentage points increase from the prior year	1.79%	No
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	4.76%	N/A

		2024-25	3 percentage points increase from the prior year	5.56%	No
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	13.11%	N/A
		2024-25	3 percentage points increase from the prior year	18.37%	Yes
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	3 percentage points increase from the prior year	N/A	N/A
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	3 percentage points increase from the prior year	N/A	N/A
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	28.75%	N/A
		2024-25	3 percentage points increase from the prior year	34.26%	Yes
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A

		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	35.72%	N/A
		2024-25	3 percentage points increase from the prior year	N/A	N/A
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
5. All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-ELA/Literacy assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	47.5 points below standard	N/A
		2024-25	6 points increase from the prior year	31.9 points below standard	Yes
		2025-26	6 points increase from the prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	51.8 points below standard	N/A
		2024-25	6 points increase from the prior year	32.6 points below standard	Yes
		2025-26	6 points increase from the prior year	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	91.7 points below standard	N/A
		2024-25	6 points increase from the prior year	83.3 points below standard	Yes
		2025-26	6 points increase from the prior year	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	113.3 points below standard	N/A
		2024-25	6 points increase from the prior year	111.0 points below standard	No
		2025-26	6 points increase from the prior year	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	86.6 points below standard	N/A
		2024-25	6 points increase from the prior year	72.5 points below standard	Yes
		2025-26	6 points increase from the prior year	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A

	Hispanic (HI)	2023-24 (Baseline)	N/A	51.7 points below standard	N/A
		2024-25	6 points increase from the prior year	34.5 points below standard	Yes
		2025-26	6 points increase from the prior year	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
6. All schoolwide and statistically significant student groups will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Reading assessment (Grades 6-11)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	47.70%	N/A
		2024-25	≥ 50%	53.10%	Yes
		2025-26	≥ 50%	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	48.10%	N/A
		2024-25	≥ 50%	53.90%	Yes
		2025-26	≥ 50%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	40.00%	N/A
		2024-25	≥ 50%	50.00%	Yes
		2025-26	≥ 50%	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A

		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	41.90%	N/A
		2024-25	≥ 50%	55.80%	Yes
		2025-26	≥ 50%	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	47.30%	N/A
		2024-25	≥ 50%	52.50%	Yes
		2025-26	≥ 50%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
7. All Schoolwide and all statistically significant student groups in grades 6-8 and 11 will	Group(s)	Year	Goal	Annual Report	Outcome Met?

demonstrate grade-level proficiency on the CAASPP-Mathematics assessments.	All Students	2023-24 (Baseline)	N/A	13.76%	N/A
		2024-25	3 percentage points increase	13.18%	No
		2025-26	3 percentage points increase	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	12.57%	N/A
		2024-25	3 percentage points increase	12.77%	No
		2025-26	3 percentage points increase	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	3.64%	N/A
		2024-25	3 percentage points increase	1.79%	No
		2025-26	3 percentage points increase	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	4.76%	N/A
		2024-25	3 percentage points increase	0.00%	No
		2025-26	3 percentage points increase	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	4.92%	N/A
		2024-25	3 percentage points increase	10.20%	Yes
		2025-26	3 percentage points increase	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	12.19%	N/A
		2024-25	3 percentage points increase	12.39%	No
		2025-26	3 percentage points increase	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A

		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	14.29%	N/A
		2024-25	3 percentage points increase	N/A	N/A
		2025-26	3 percentage points increase	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
8. All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-Mathematics assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	110.4 points below standard	N/A
		2024-25	10 points increase from the prior year	104.5 points below standard	No
		2025-26	10 points increase from the prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	115.0 points below standard	N/A
		2024-25	10 points increase from the prior year	105.5 points below standard	No
		2025-26	10 points increase from the prior year	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	161.3 points below standard	N/A
		2024-25	10 points increase from the prior year	141.6 points below standard	Yes
		2025-26	10 points increase from the prior year	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	197.4 points below standard	N/A
		2024-25	10 points increase from the prior year	157.8 points below standard	Yes
		2025-26	10 points increase from the prior year	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	147.9 points below standard	N/A
		2024-25	8 points increase from the prior year	100.9 points below standard	Yes
		2025-26	8 points increase from the prior year	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A

		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	115.7 points below standard	N/A
		2024-25	10 points increase from the prior year	106.8 points below standard	No
		2025-26	10 points increase from the prior year	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	96.0 points below standard	N/A
		2024-25	6 points increase from the prior year		
		2025-26	6 points increase from the prior year		
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
9. All schoolwide and statistically significant student groups will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Mathematics assessment (Grades 6-11)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	48.80%	N/A
		2024-25	≥ 50%	61.40%	Yes
		2025-26	≥ 50%	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	49.60%	N/A

		2024-25	≥ 50%	63.00%	Yes
		2025-26	≥ 50%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	48.50%	N/A
		2024-25	≥ 50%	61.50%	Yes
		2025-26	≥ 50%	N/A	N?A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	50.00%	N/A
		2024-25	≥ 50%	67.50%	Yes
		2025-26	≥ 50%	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	Same as above.	N/A	N/A
		2025-26	Same as above.	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	49.90%	N/A
		2024-25	≥ 50%	62.20%	Yes
		2025-26	≥ 50%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A

		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
10. All Schoolwide and all statistically significant student groups in grades 8 and 10-12 will demonstrate grade-level proficiency on the California Science Test (CAST) assessments.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	19.35%	N/A
		2024-25	1 percentage point increase from the prior year	18.88%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	18.49%	N/A
		2024-25	1 percentage point increase from the prior year	17.29%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	3 percentage points increase from the prior year	0.00%	No
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	3 percentage points increase from the prior year	N/A	N/A
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	2.86%	N/A
		2024-25	3 percentage points increase from the prior year	4.76%	No
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A

	Hispanic (HI)	2023-24 (Baseline)	N/A	16.43%	N/A
		2024-25	1 percentage point increase from the prior year	17.97%	Yes
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
11. EL students will make annual progress in learning English as measured by the ELPAC.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	English Learners	2023-24 (Baseline)	N/A	32.40%	N/A
		2024-25	≥ 50.0%	41.90%	No
		2025-26	≥ 50.0%	N/A	N/A
12. EL students will be reclassified annually.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	English Learners	2023-24 (Baseline)	N/A	3.90%	N/A
		2024-25	≥ 10.0%	15.60% (internal)	Yes
		2025-26	≥ 10.0%	N/A	N/A

Goal 3:

INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Measurable Outcomes	School Reported Performance				Outcome Met?
	Group(s)	Year	Goal	Annual Report	
1. All students will have sufficient access to Accelerated and/or Advanced Math courses and/or Advanced Math clubs.	All Students	2023-24 (Baseline)	N/A	14.00%	N/A
		2024-25	≥ 10%	15.00%	Yes
		2025-26	≥ 10%	14.00% (internal; start of 2nd sem.)	In Progress
2. All students will learn grade-level appropriate computer and tech-based skills through core learning (keyboarding, Office Suite, online research/safety, and blended learning programs), as well as specific computer and tech-related courses and clubs in secondary grades (coding, robotics, etc.)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	100.00%	N/A
		2024-25	≥ 90%	98.00%	Yes
		2025-26	≥ 90%	100.00% (internal; start of 2nd sem.)	In Progress
3. All students (except those excluded for reasons such as the activities in their MTSS plan or IEP) will create or demonstrate a STEAM focused project, experiment, model, or demo.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	99.00%	N/A
		2024-25	≥ 80%	100.00%	Yes
		2025-26	≥ 80%	100.00% (internal; start of 2nd sem.)	In Progress
4. Students graduating from MSA-2 will be “prepared for college and career” by earning a high school diploma and meeting at least one other criteria of the College and Career Indicator (CCI), i.e., meeting A-G requirements, earning College Credits, passing AP exams, taking dual enrollment college courses, receiving the State Seal of Biliteracy; Golden State Seal, etc.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	76.70%	N/A
		2024-25	≥ 70.0%	65.50%	No
		2025-26	≥ 70.0%	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	75.00%	N/A
		2024-25	≥ 70.0%	63.00%	No
		2025-26	≥ 70.0%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A

	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	72.20%	N/A
		2024-25	≥ 70.0%	61.20%	No
		2025-26	≥ 70.0%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
5. Students graduating from MSA-2 will demonstrate college preparedness in ELA/Literacy pursuant to the Early Assessment Program (EAP)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	52.63%	N/A
		2024-25	≥ 55.00%	61.90%	Yes
		2025-26	≥ 55.00%	N/A	N/A
6. Students graduating from MSA-2 will demonstrate college preparedness in Mathematics pursuant to the Early Assessment Program (EAP)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	15.79%	N/A
		2024-25	≥ 35.00%	14.63%	No
		2025-26	≥ 35.00%	N/A	N/A
7. Students will be offered AP courses and AP course support to succeed on the AP exams.	Group(s)	Year	Goal	Annual Report	Outcome Met?

	All Students	2023-24 (Baseline)	N/A	72.70%	N/A
		2024-25	≥ 55.0%	66.70%	Yes
		2025-26	≥ 55.0%	N/A	N/A
8. Graduating seniors will have passed an AP exam with a score of 3 or higher.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	37.80%	N/A
		2024-25	≥ 45.0%	44.60%	No
		2025-26	≥ 45.0%	N/A	N/A
9. All students will have sufficient access to college courses through dual and concurrent enrollment.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	51.20%	N/A
		2024-25	≥ 35.0%	63.20%	Yes
		2025-26	≥ 35.0%	40.5% (internal; 1st sem.)	In Progress
10. All students will successfully complete courses that satisfy the requirements for entrance to the UC/CSU.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	93.30%	N/A
		2024-25	≥ 90.0%	100.00%	Yes
		2025-26	≥ 90.0%	78.6% (internal; 1st sem.)	In Progress
11. Students will be offered courses that satisfy the requirements for Career Technical Education (CTE) sequences or programs of study that align with state board-approved career technical education standards and frameworks.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≥ 10.0%	0.00%	No
		2025-26	≥ 10.0%	0% (internal; 1st sem.)	In Progress
12. All students will successfully complete courses that satisfy the requirements for entrance to the UC/CSU and be offered courses that satisfy the requirements for Career Technical Education (CTE) sequences or programs of study that align with state board-approved career technical education standards and frameworks.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≥ 10.0%	0.00%	No
		2025-26	≥ 10.0%	0% (internal; 1st sem.)	In Progress

Goal 4:					
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.					
Measurable Outcomes	School Reported Performance				Outcome Met?
1. Charter School will hold Parent Advisory Committee (PAC) meetings	Group(s)	Year	Goal	Annual Report	
	All Students	2023-24 (Baseline)	N/A	8	N/A
		2024-25	≥ 8	10	Yes
		2025-26	≥ 8	5 (as of 1/23/26)	In Progress
2. Charter School will hold English Learner Advisory Committee (ELAC) meetings.	Group(s)	Year	Goal	Annual Report	Outcome Met?

	All Students	2023-24 (Baseline)	N/A	4	N/A
		2024-25	≥ 4	4	Yes
		2025-26	≥ 4	2 (as of 1/23/26)	In Progress
3. Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community and promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	45	N/A
		2024-25	≥ 35	45	Yes
		2025-26	≥ 35	21 (as of 1/23/26)	In Progress
4. Charter School's teachers will conduct home visits of students who are new to the school, seniors, students in the MTSS process or other identified needs, with visits tracked by the MTSS and administrators.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	4.40%	N/A
		2024-25	≥ 15.0%	0.20%	No
		2025-26	≥ 15.0%	0.2% (as of 1/23/26)	In Progress
5. Charter School will maintain a high average daily attendance (ADA) rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	Baseline 2023-24 (P-2 ADA)	N/A	93.30%	N/A
		2024-25	≥ 92.00%	93.26%	Yes
		2025-26	≥ 92.00%	94.36% (P-1; Months 1-5)	In Progress
6. Charter School will maintain a low chronic absenteeism rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	19.30%	N/A
		2024-25	≤ 18.0%	16.90%	Yes
		2025-26	≤ 18.0%	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	20.00%	N/A
		2024-25	≤ 18.0%	17.20%	Yes
		2025-26	≤ 18.0%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	22.00%	N/A
		2024-25	≤ 19.0%	11.70%	Yes
		2025-26	≤ 19.0%	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	12.50%	N/A
		2024-25	≤ 12.0%	12.00%	Yes
		2025-26	≤ 12.0%	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	25.90%	N/A
		2024-25	≤ 22.0%	21.30%	Yes
		2025-26	≤ 22.0%	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A

		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	19.90%	N/A
		2024-25	≤ 18.0%	16.70%	Yes
		2025-26	≤ 18.0%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
7. Charter School will maintain a low middle school dropout rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≤ 2.0%	0.00%	Yes
		2025-26	≤ 2.0%	0% (as of 1/23/26)	In Progress
8. Charter School will maintain a low high school dropout rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≤ 2.0%	5.20%	No

		2025-26	≤ 2.0%	2.4% (as of 1/23/26)	In Progress
9. Charter School will maintain a high graduation rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	97.80%	N/A
		2024-25	≥ 95.0%	94.90%	No
		2025-26	≥ 95.0%	100% (as of 1/23/26)	In Progress
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	97.60%	N/A
		2024-25	≥ 95.0%	94.50%	No
		2025-26	≥ 95.0%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	97.40%	N/A
		2024-25	≥ 95.0%	94.00%	No
		2025-26	≥ 95.0%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A

	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
10. Charter School will maintain a low student suspension rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.50%	N/A
		2024-25	≤ 2.5%	2.20%	Yes
		2025-26	≤ 2.5%	0.4% (as of 1/20/26)	In Progress
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	0.60%	N/A
		2024-25	≤ 2.5%	2.20%	Yes
		2025-26	≤ 2.5%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	1.20%	N/A
		2024-25	≤ 2.5%	4.20%	No
		2025-26	≤ 2.5%	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≤ 2.5%	6.70%	No
		2025-26	≤ 2.5%	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	1.70%	N/A
		2024-25	≤ 2.5%	2.80%	No
		2025-26	≤ 2.5%	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	0.40%	N/A

		2024-25	≤ 2.5%	1.60%	Yes
		2025-26	≤ 2.5%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≤ 2.5%	22.20%	No
		2025-26	≤ 2.5%	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≤ 2.5%	0.00%	Yes
		2025-26	≤ 2.5%	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	4.30%	N/A
		2024-25	≤ 3.5%	0.00%	Yes
		2025-26	≤ 3.5%	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
11. Charter School will maintain a low student expulsion rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≤ 0.50%	0.00%	Yes
		2025-26	≤ 0.50%	0% (as of 1/20/26)	In Progress
12. Charter School will maintain high approval rates in the school experience surveys of students, families, and staff.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	Students	2023-24 (Baseline)	N/A	57.00%	N/A
		2024-25	≥ 65%	62.00%	No
		2025-26	≥ 65%	N/A	N/A
	Families	2023-24 (Baseline)	N/A	90.00%	N/A
		2024-25	≥ 95%	90.00%	No
		2025-26	≥ 95%	N/A	N/A
	Staff	2023-24 (Baseline)	N/A	69.00%	N/A
		2024-25	≥ 80%	59.00%	No

		2025-26	≥ 80%	N/A	N/A
13. Charter School will maintain high satisfaction rates in the school experience surveys of students, families, and staff.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	Students	2023-24 (Baseline)	N/A	65.00%	N/A
		2024-25	≥ 75%	74.00%	No
		2025-26	≥ 75%	N/A	N/A
	Families	2023-24 (Baseline)	N/A	95.00%	N/A
		2024-25	≥ 95%	93.00%	No
		2025-26	≥ 95%	N/A	N/A
	Staff	2023-24 (Baseline)	N/A	72.00%	N/A
		2024-25	≥ 85%	49.00%	No
		2025-26	≥ 85%	N/A	N/A

Magnolia Science Academy 3
Mid-Year LCAP Update & LACOE CSO Renewal Readiness Report

Section A - Background

Purpose & Statutory Overview

Present the *LCAP Mid-Year Update & LACOE CSO Renewal Readiness Report* in compliance with LACOE requirements and Ed Code §52062, §47606.2, and §47606.5.

- **Charter School/LEA Name:** Magnolia Science Academy 3
- **CDS Code:** 19101990115030
- **Date Presented to Board:** February 12, 2026

Our LACOE-authorized schools are required to submit a report to the Los Angeles County Board of Education detailing progress on the Measurable Pupil Outcomes (MPOs) outlined in each school's charter petition.

To maintain a cohesive framework of goals and measurable outcomes, the majority of MPOs in our charter petitions align with the metrics in the school Local Control and Accountability Plan (LCAP). The LCAP establishes a Baseline and a Desired Outcome for Year 3 for each metric. During the mid-year LCAP update, schools report interim progress and available performance data for the current year to assess progress toward the Year 3 Desired Outcome. This mid-year review provides an opportunity to monitor implementation, identify trends, and make any necessary adjustments prior to the end of the academic year. In contrast, the charter petition sets annual desired outcomes for each year of the petition term. During charter renewal (every five years), we align the desired MPOs in the petition with the LCAP's desired outcomes.

In essence, the mid-year report to LACOE parallels the LCAP mid-year reflection process, with additional narrative detail. Schools describe their progress toward desired outcomes to date, indicate whether they are on track to meet annual targets, and outline any adjustments or action steps they will take during the remainder of the year to achieve these goals.

Section B - LCAP Budget Overview for Parents

Item	As Adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$5,911,400	$2,890,675
LCFF Supplemental / Concentration Grants	$1,226,858	$599,934

Goal & Action Number	Action Title	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher Assignments & Credentials	$29,999.00	$15,377.49
1.2	Instructional Materials and Technology	$388,822.42	$208,671.21
1.3	Clean and Safe Facilities that Support Learning	$581,488.25	$311,032.54
1.4	Healthy and Nutritious Meals	$10,508.00	$5,386.40
1.5	Well-Orchestrated Home Office Support Services	$905,505.00	$487,113.02

2.1	Broad Course of Study & Standards-Based Curriculum	$1,715,577.96	$854,950.86
2.2	Professional Development for High-Quality Instruction	$18,357.20	$9,409.90
2.3	MTSS - Academic Enrichment, Intervention, and Student Support	$689,448.46	$377,803.37
2.4	Designated and Integrated ELD Programs and Support for ELs	$0.00	$0.00
2.5	Support for Students with Disabilities	$764,286.53	$391,282.27
3.1	College/Career Readiness Programs and Activities	$258,688.25	$136,401.70
3.2	STEM and GATE Programs	$0.00	$0.00
3.3	Digital Literacy and Citizenship	$114,261.57	$59,957.21
3.4	Physical Education, Activity, and Fitness	$177,720.35	$68,549.50
3.5	Additional Programs and Activities that Support Well-Rounded Education	$468,955.23	$192,257.99
4.1	Seeking Family Input for Decision-Making	$275.00	$140.96
4.2	Building Relationships & Partnerships with Families for Student Outcomes	$149,316.04	$75,024.89
4.3	MTSS - PBIS and SEL Support	$581,292.43	$308,256.56
4.4	Annual Educational Partner Surveys	$1,696.00	$869.37
4.5	Community Outreach & Partnerships	$349,480.64	$159,077.78
	Overall:	**$7,205,678.33**	**$3,661,563.02**

Section C - Goal # Progress (One for each goal)

Goals & Actions

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

1.1	Teacher assignments and credentials Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation	$29,999.00	$15,377.49
1.2	Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: -Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: $963.54	No	Fully Implemented	$388,822.42	$208,671.21

1.3	Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric, health and safety related expenses, and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	No	Fully Implemented	$581,488.25	$311,032.54
1.4	Healthy and nutritious meals Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$10,508.00	$5,386.40
1.5	Well-orchestrated Home Office support services The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal fees (YM&C, etc.), and other back-office related expenses (Adaptive	No	Ongoing Implementation	$905,505.00	$487,113.02

	Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	Broad course of study and standards based curriculum Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	No	Fully Implemented	$1,715,577.96	$854,950.86
2.2	Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Tuition reimbursement and other professional development: Resource: Title II, Part A; Amount: $12,000	Yes	Ongoing Implementation	$18,357.20	$9,409.90

2.3	MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, and evidence-based supplemental intervention/enrichment program fees (IXL, MyON, BrainPOP, Flocabulary, and Nearpod) The following expenditures will be funded by federal Title funds: -Teacher & admin salaries and benefits Resource: Title I: $101,385.45 -Professional Services Resource: Title I: $3,180 -Educational Software Resource: Title I: $36,255.55 -Educational Software Resource: Title IV, part A: $3,370.8	Yes	Ongoing Implementation	$689,448.46	$377,803.37
2.4	Designated and integrated ELD programs and support for ELs Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$0.00	$0.00

2.5	Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation	$764,286.53	$391,282.27

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
3.1	College/Career readiness programs and activities Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: -Instructional Materials & Sups.: Title IV Part A; Amount: $3,180	Yes	Ongoing Implementation	$258,688.25	$136,401.70

3.2	STEM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A	Yes	Planned	$0.00	$0.00
3.3	Digital literacy and citizenship programs Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$114,261.57	$59,957.21

3.4	Physical education, activity, and fitness Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: -Title IV, Part A: Salary and Benefits Amount: $6,052.5	Yes	Ongoing Implementation	$177,720.35	$68,549.50
3.5	Additional programs and activities that support well-rounded education To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$468,955.23	$192,257.99

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

4.1	Seeking family input for decision-making Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$275.00	$140.96
4.2	Building relationships and partnerships with families for student outcomes Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees,	Yes	Ongoing Implementation	$149,316.04	$75,024.89

	home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds. -Stipends for home visits: Resource: Title I, Part A; Amount: $16,146.75				
4.3	MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Additional services, material, and supplies for homeless students: Resource: Title I; Amount: $4,129.76	Yes	Ongoing Implementation	$581,292.43	$308,256.56

4.4	Annual educational partner surveys Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: 5800 Professional Services: 3010 Title I: $1,696	Yes	Ongoing Implementation	$1,696.00	$869.37
4.5	Community outreach and partnerships Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$349,480.64	$159,077.78

Metrics

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 77.5%	2022-23: 77.9%		2023-24: 77.4%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%	2024-25 (As of 6/5/25): 0%		2025-26 (As of 1/23/26): 0%	2026-27: 0%

1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2025-26 (As of 1/23/26): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 74%	2024-25: (Fall 2023 to Fall 2024) 87%		2025-26: (Fall 2024 to Fall 2025) 65%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 92.2%	2024-25: (As of 5/31/25) 91.4%		2025-26: (As of first semester): 95.8%	2026-27: >= 95.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 69%	2024-25: (As of 5/29/25) 54%		2025-26: (As of 1/23/26) 0%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 79%	2024-25: (First semester) 76%		2025-26: (First semester) 73%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 32.66% -English Learners: 0.00% -Socioeconomically Disadvantaged: 33.08% -Students with Disabilities: 17.39% -African American: 29.49% -Asian: * -Hispanic: 32.74% -White: *	2023-24: -All Students: 36.37% -English Learners: * -Socioeconomically Disadvantaged: 30.92% -Students with Disabilities: 8.00% -African American: 32.67% -Hispanic: 36.61% -White: *		2024-25: -All Students: 37.95% -English Learners: * -Socioeconomically Disadvantaged: 37.98% -Students with Disabilities: 14.28% -African American: 33.02% -Hispanic: 43.52% -White: *	2025-26: -All Students: >= 40.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 40.00% -Students with Disabilities: >= 20.00% -African American: >= 38.00% -Hispanic: >= 40.00% -White: *

2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 40.2 points below standard -English Learners: 117.8 points below standard -Socioeconomically Disadvantaged: 41.8 points below standard -Students with Disabilities: 119.4 points below standard -African American: 37.9 points below standard -Hispanic: 47.6 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 38.4 points below standard -English Learners: 90.9 points below standard -Socioeconomically Disadvantaged: 48.1 points below standard -Students with Disabilities: 137.4 points below standard -African American: 47.2 points below standard -Hispanic: 36.2 points below standard -White: *		2024-25: (2025 Dashboard) -All Students: 28.5 points below standard -English Learners: 103.6 points below standard -Socioeconomically Disadvantaged: 31.6 points below standard -Students with Disabilities: 85.4 points below standard -African American: 48.7 points below standard -Hispanic: 7.3 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 31.0 points below standard -English Learners: 103.0 points below standard -Socioeconomically Disadvantaged: 32.0 points below standard -Students with Disabilities: 103.0 points below standard -African American: 28.0 points below standard -Hispanic: 38.0 points below standard -White: *
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 61.3% -English Learners: 69.2% -Socioeconomically Disadvantaged: 66.2% -Students with Disabilities: 48.8% -African American: 53.8% -Hispanic: 65.0%	2024-25: (Fall to Spring) -All Students: 57.7% -English Learners: 53.3% -Socioeconomically Disadvantaged: 42.5% -Students with Disabilities: 65.5% -African American: 58.5% -Hispanic: 59.0% -White: *		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Hispanic: >= 50% -White:*
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.03 (CGP: 85th percentile) • English Learners: CGI: 0.00 (CGP: 50th percentile) • Socioeconomically Disadvantaged: CGI: 1.51 (CGP: 93rd percentile) • Students with Disabilities: CGI: -0.44 (CGP: 33rd percentile) • African American: CGI: 0.04 (CGP: 52nd percentile) • Hispanic: CGI: 1.64 (CGP: 95th percentile)	2024-25: (Fall to Spring) - All Students: CGI: 1.10 (CGP: 86th percentile) - English Learners: CGI: 1.24 (CGP: 89th percentile) - Socioeconomically Disadvantaged: CGI: 1.46 (CGP: 93rd percentile) - Students with Disabilities: CGI: -0.48 (CGP: 32nd percentile) -African American: CGI: 0.83 (CGP: 80th percentile) - Hispanic: CGI: 1.49 (CGP: 93rd percentile) - White: *		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -African American: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 8.50% -English Learners: 0.00% -Socioeconomically Disadvantaged: 10.45% -Students with	2023-24: -All Students: 17.19% -English Learners: * -Socioeconomically Disadvantaged: 15.03% -Students with Disabilities: 3.70%		2024-25: -All Students: 17.41% -English Learners: * -Socioeconomically Disadvantaged: 15.82% -Students with Disabilities: 7.14%	2025-26: -All Students: >= 20.00% -English Learners: >= 7.00% -Socioeconomically Disadvantaged: >= 20.00%

		Disabilities: 0.00% -African American: 6.41% -Hispanic: 9.64% -White: *	-African American: 15.84% -Hispanic: 16.81% -White: *		-African American: 13.63% -Hispanic: 20.56% -White: *	-Students with Disabilities: >= 7.00% -African American: >= 20.00% -Hispanic: >= 20.00% -White: *
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 109.5 points below standard -English Learners: 156.8 points below standard -Socioeconomically Disadvantaged: 106.8 points below standard -Students with Disabilities: 175.1 points below standard -African American: 120.7 points below standard -Hispanic: 104.2 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 92.6 points below standard -English Learners: 104.0 points below standard -Socioeconomically Disadvantaged: 95.5 points below standard -Students with Disabilities: 149.9 points below standard -African American: 94.2 points below standard -Hispanic: 93.6 points below standard -White: *		2024-25: (2025 Dashboard) -All Students: 94.2 points below standard -English Learners: 162.9 points below standard -Socioeconomically Disadvantaged: 99.9 points below standard -Students with Disabilities: 159.3 points below standard -African American: 102.0 points below standard -Hispanic: 87.6 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 94.0 points below standard -English Learners: 135.0 points below standard -Socioeconomically Disadvantaged: 91.0 points below standard -Students with Disabilities: 145.0 points below standard -African American: 102.0 points below standard -Hispanic: 89.0 points below standard -White: *
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 55.4% -English Learners: 64.3% -Socioeconomically Disadvantaged: 57.6% -Students with Disabilities: 58.5% -African American: 46.2% -Hispanic: 61.8%	2024-25: (Fall to Spring) -All Students: 56.7% -English Learners: 58.3% -Socioeconomically Disadvantaged: 56.0% -Students with Disabilities: 43.2% -African American: 47.1% -Hispanic: 65.2% -White: *		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Hispanic: >= 50% -White: *
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.22 (CGP: 89th percentile) • English Learners: CGI: 0.00 (CGP: 50th percentile) • Socioeconomically Disadvantaged: CGI: 1.62 (CGP: 95th percentile) • Students with Disabilities: CGI: -0.25 (CGP: 40th percentile) • African American: CGI: -0.24 (CGP: 41st percentile) • Hispanic: CGI: 2.22 (CGP: 99th percentile)	2024-25: (Fall to Spring) - All Students: CGI: 2.01 (CGP: 98th percentile) - English Learners: CGI: 1.73 (CGP: 96th percentile) - Socioeconomically Disadvantaged: CGI: 2.25 (CGP: 99th percentile) - Students with Disabilities: CGI: 0.46 (CGP: 68th percentile) - African American: CGI: 0.49 (CGP: 69th percentile) - Hispanic: CGI: 3.36 (CGP: 100th percentile) - White: *		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -African American: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *

2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 68.0%	2023-24: (2024 Dashboard) 38.9%		2024-25: (2025 Dashboard) 11.8%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 24.0%	2023-24: (Internal) 13.3%		2024-25: (Internal) 10.5%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 8.08% -English Learners: * -Socioeconomically Disadvantaged: 8.82% -Students with Disabilities: 0.00% -Hispanic: 13.79% -African American: 0.00	2023-24: -All Students: 16.00% -English Learners: * -Socioeconomically Disadvantaged: 18.68% -Students with Disabilities: 0.00% -African American: 2.33% -Hispanic: 21.25% -White: *		2024-25: -All Students: 11.32% -English Learners: * -Socioeconomically Disadvantaged: 8.97% -Students with Disabilities: 0.00% -African American: 16.28% -Hispanic: 8.33% -White: *	2025-26: -All Students: >= 20.00% -English Learners: * -Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: >= 8.00% -African American: >= 15.00% -Hispanic: >= 20.00% -White: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 9%	2024-25: (As of 6/5/25) 7%		2025-26: (As of 1/23/26) 12%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 94%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 94%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100.0%		2025-26: (As of 1/23/26) 100%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 44.0%	2024-25: (As of 5/23/25) 47.5%		2024-25: (2025 Dashboard) 78.7%	2025-26: (2026 Dashboard) >= 55.0%

3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 48.0%	2024-25: (As of 5/23/25) 46.00%		2024-25: 70.18%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 12.00%	2024-25: (As of 5/23/25) 57.20%		2024-25: 25.00%	2025-26: >= 35.00%
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 11.4%	2023-24: 0.00%		2024-25: 30.8%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 4.1%	2023-24: 8.5%		2024-25: 0.00%	2025-26: >= 55.0%
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 16.0%	2023-24: (2024 Dashboard) 37.5%		2024-25: (2025 Dashboard) 89.6%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 90.0%	2024-25: (As of 5/23/25) 91.5%		2024-25: (2025 Dashboard) 79.2%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%

3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 4.3%	2024-25: (As of 5/23/25) 3.4%		2024-25: (CDE Dataquest) 3.3%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 38.3%	2024-25: (As of 5/23/25) 15.3%		2024-25: (CDE Dataquest) 27.9%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 27.3%	2024-25: (As of 5/23/25) 30.5%		2024-25: 30.5%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 68%	2024-25: (As of 5/23/25) 85%		2024-25: 85.0%	2026-27: >= 90%
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 55%	2024-25: (As of 5/23/25) 59%		2024-25: 59.0%	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 77.3%	Class of 2022: 78.0%		Class of 2023: 68.1%	Class of 2024: >= 60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 10		2025-26: (As of 1/23/26) 5	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 2	2024-25: (As of 6/5/25) 4		2025-26: (As of 1/23/26) 1	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22	2024-25: (As of 6/5/25) 30		2025-26: (As of 1/23/26) 25	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 13.6%	2024-25: (As of 6/5/25) 2.3%		2025-26: (As of 1/23/26) 6.3%	2026-27: >= 15.0%

4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 91.95%	2024-25 P-2 ADA: (Months 1-8) 91.83%		2025-26 P-1 ADA: (Months 1-5) 92.89%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 33.9%	2023-24: (2024 Dashboard) 25.3% 2024-25: (As of 6/5/25) 26.1%		2024-25: (2025 Dashboard) 29.3% 2025-26: (As of 1/23/26) 25.5%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 2.5%	2024-25: (As of 6/5/25) 0.0%		2025-26: (As of 1/23/26) 1.5%	2026-27: <= 2.0%
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 2.0%	2023-24: (CDE DataQuest) 4.4% 2024-25: (As of 6/5/25) 0.0%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 1.9%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 94.0%	2023-24: (2024 Dashboard) 93.9% 2024-25: (As of 5/25/25) 100.0%		2024-25: (2025 Dashboard) 93.9% 2025-26: (As of 1/23/26) 94.4%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 6.8%	2023-24: (2024 Dashboard) 2.2% 2024-25: (As of 5/28/25) 1.8%		2024-25: (2025 Dashboard) 1.8% 2025-26: (As of 1/23/26) 3.1%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 5/28/25) 0.0%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 98.4% Families: 70.5% Staff: 100.0%	2024-25: Students: 96.8% Families: 40.5% Staff: 60.5%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school	2023-24: Students: 63.0% Families: 96.0% Staff: 74.0%	2024-25: Students: 62% Families: 97% Staff: 49%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%

	connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 70% Families: 94% Staff: 73%	2024-25: Students: 66% Families: 98% Staff: 36%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 85.30%	2024-25: (Spring 2024 to Fall 2024) 84%		2025-26: (Spring 2025 to Fall 2025) 80%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Section D(1) - Goal Narratives/Renewal Readiness

Goal 1:
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.
A. Metrics, Outcomes, and Data Analysis Mid-year data show MSA-3 is partially on track toward Goal 1. The school is meeting key basic-services indicators; students have access to standards-aligned instructional materials and facilities remain in good repair; supporting a safe, secure learning environment. Staffing indicators remain an area for continued attention, including improving the “clear” assignment monitoring rate for teaching assignments and strengthening retention and attendance trends to ensure consistent access to appropriately assigned educators. Consistent with our authorizer’s guidance, the school is prioritizing foundational systems that support equitable outcomes for all students and student groups. **B. Planned Actions & Adjustments** Based on mid-year results, MSA-3 will strengthen credential/assignment monitoring and staffing stability by increasing the cadence of internal checks and proactively coordinating with Home Office HR/credential supports to ensure correct authorizations, assignments, and timely resolution of gaps. The school will also continue regular facilities and materials checks to maintain strong basic-services conditions. These adjustments strengthen alignment between Goal 1, MPO expectations, and charter commitments by ensuring all students learn in safe, well-maintained environments with standards-aligned materials and appropriately authorized teachers. **C. Engagement of Educational Partners** Educational partners, including administrators, teachers, and Home Office/HR partners, reviewed mid-year Goal 1 indicators (credential/assignment status, retention and attendance trends, facilities conditions, and instructional materials access) to identify priority needs and shape mid-year adjustments. Partner input emphasized staffing stability and proactive monitoring as key levers to sustain a high-quality learning environment. In alignment with our authorizer’s guidance, the school will continue using inclusive language and monitoring conditions to ensure every student group is supported through strong foundational systems.

Goal 2:
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our “Graduate Profile,” including Literacy with a Learner’s Mindset and Critical Thinking skills as they pursue academic excellence.

A. Metrics, Outcomes, and Data Analysis
Mid-year data show MSA-3 is partially on track toward Goal 2. Students have sufficient access to academic programs and services, and state outcome indicators show MSA-3 is on track on the Dashboard Distance from Standard indicators in both ELA and Math, with CAASPP performance measures trending partially on track in ELA and on track in Math. Local growth indicators show stronger progress in Reading (on track on MAP year-to-year measures) with more mixed signals in Math growth, and implementation metrics indicate the school is not yet on track for completing the targeted observation cycle, while course performance ("C or better") is partially on track. Overall, the data point to steady progress with a clear need to strengthen instructional consistency, observation/feedback implementation, and targeted supports to accelerate achievement for all students and student groups.

B. Planned Actions & Adjustments
Based on mid-year data, MSA-3 will increase the consistency and impact of core instruction and interventions by tightening the observation/feedback cycle (calibrated walkthrough expectations, faster feedback loops, and trend-based coaching), strengthening MTSS placement and progress monitoring, and using verified data routines to identify priority standards and adjust instruction. The school will prioritize Math acceleration through clearer Tier 1 expectations and targeted small-group supports while maintaining Reading gains, ensuring instructional adjustments are consistent across classrooms and aligned to standards and Graduate Profile competencies.

C. Engagement of Educational Partners
Educational partners, including teachers, instructional leaders, support staff, and families through existing communication and meeting structures, reviewed mid-year academic and implementation data to identify strengths and priority needs for Goal 2. Staff input emphasized the need for consistent instructional practices, tighter use of data to drive interventions, and a more reliable observation/feedback routine; this feedback informed the mid-year adjustments to coaching, progress monitoring, and targeted academic supports.

Goal 3:

INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

A. Metrics, Outcomes, and Data Analysis
Mid-year data show MSA-3 is partially on track toward Goal 3. Students have access to innovation-aligned experiences and opportunities, including accelerated/advanced math participation, computer/technology and blended learning experiences for the graduating class, and STEAM-focused projects, and the school is on track on key readiness indicators such as CCI Prepared, EAP ELA, and college coursework/dual enrollment completion. At the same time, several college- and career-readiness benchmarks are not yet on track, including EAP Math, AP performance indicators, UC/CSU a–g completion, and CTE pathway completion, indicating the need to strengthen supports so more students successfully meet these outcomes.

B. Planned Actions & Adjustments
Based on mid-year results, MSA-3 will maintain strong access to technology, blended learning, and STEAM while strengthening readiness supports in the areas not yet on track. The school will tighten progress monitoring for EAP, AP readiness, and a–g trajectory; expand targeted academic supports aligned to advanced coursework and college readiness; and strengthen student planning and advising routines so students are supported earlier and more consistently toward postsecondary goals, with particular attention to equitable access and success for all student groups.

C. Engagement of Educational Partners
Educational partners, including students, staff, counselors/college-advising supports, and families, reviewed mid-year college and career readiness indicators and local participation measures to identify priorities for Goal 3. Feedback emphasized clearer guidance and stronger academic supports connected to advanced pathways and college readiness benchmarks; this input informed adjustments to progress monitoring, targeted support structures, and communication/planning routines for students and families through spring.

Goal 4:

CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

A. Metrics, Outcomes, and Data Analysis
Mid-year data show MSA-3 is partially on track toward Goal 4, with progress across engagement and school climate indicators but continued needs in attendance-related outcomes. MSA-3 is on track for holding PAC meetings, offering family engagement activities/events, maintaining ADA, and keeping student suspension and expulsion outcomes low; student retention is partially on track. Areas needing improvement include ELAC meeting completion (partially on track), home visits (partially on track), and chronic absenteeism (not on track). Consistent with the authorizer's renewal letter, chronic absenteeism is a key area for continued growth, while the suspension rate remains a relative strength compared to the state; the school will continue using inclusive language and monitoring outcomes for numerically significant student groups as part of the whole-child approach to connection and belonging.

B. Planned Actions & Adjustments
Based on mid-year results, MSA-3 will strengthen its attendance and engagement systems to address chronic absenteeism and improve connectedness. The school will tighten its attendance MTSS routines (regular attendance reviews, earlier outreach, and consistent documentation of actions), increase home-visit follow-through to remove barriers to attendance, and strengthen ELAC structures to ensure meetings and communication supports are consistently implemented. The school will also prioritize increasing family and staff participation in the spring school experience surveys (participation is currently not on track for families and staff) to ensure decisions reflect partner input and strengthen climate, belonging, and effective communication.

C. Engagement of Educational Partners
Educational partners, including families (through PAC/ELAC), staff, and school leadership teams, reviewed mid-year Goal 4 indicators (attendance, chronic absenteeism, engagement activities, discipline, retention, and survey participation) to identify strengths and priority needs. Partner input emphasized the need for stronger outreach and two-way communication to reduce absenteeism and increase participation in engagement opportunities and surveys. This feedback informed mid-year adjustments by prioritizing targeted attendance outreach, increased home-visit supports, strengthened ELAC planning, and intentional strategies to improve family and staff participation in spring feedback measures.

Section D(2) - Measurable Pupil Outcomes Table

Measurable Pupil Outcomes
MAGNOLIA SCIENCE ACADEMY 3
2025 to 2030 Charter Term

Goal 1:

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

Measurable Outcomes	School Reported Performance				Outcome Met?
	Group(s)	Year	Goal	Annual Report	
1. Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	All Students	2022-23 (Baseline)	N/A	77.90%	N/A
		2024-25	> 85%	77.40%	No
		2025-26	> 85%	N/A	N/A
2. Students will have equitable access to high-quality and standards-aligned instructional materials.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	0%	0.00%	Yes
		2025-26	0%	0% (as of 1/23/26)	In Progress
3. Items on facility inspection checklists will be in compliance/good standing.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	0	0.00%	Yes
		2025-26	0	0% (as of 1/23/26)	In Progress

Goal 2:

EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Measurable Outcomes	School Reported Performance				Outcome Met?
	Group(s)	Year	Goal	Annual Report	
1. Charter School will provide sufficient access to all programs and services.	All Students	2023-24 (Baseline)	N/A	100.00%	N/A
		2024-25	100%	100.00%	Yes
		2025-26	100%	100.00%	In Progress
	Group(s)	Year	Goal	Annual Report	Outcome Met?
2. Charter School will provide implementation of state standards for all students.	All Students	2023-24 (Baseline)	N/A	69.00%	N/A
		2024-25	≥ 85%	54.00%	No
		2025-26	≥ 85%	0.00%	In Progress
	Group(s)	Year	Goal	Annual Report	Outcome Met?
3. Charter School will provide a Multi-Tiered System of Supports ("MTSS") model of varied and strategically utilized supports and interventions to all students, including ELs, both during the school day and after school.	All Students	2023-24 (Baseline)	N/A	79.00%	N/A
		2024-25	≥ 80%	100.00%	Yes
		2025-26	≥ 80%	100.00%	In Progress
4. Schoolwide and all statistically significant student groups in grades 6-8 and 11 will demonstrate grade-level proficiency on the CAASPP-ELA/Literacy assessments.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	36.37%	N/A
		2024-25	1 percentage point increase from the prior year	37.94%	Yes
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	30.92%	N/A
		2024-25	2 percentage points increase from the prior year	37.98%	Yes
		2025-26	2 percentage points increase from the prior year	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	8.00%	N/A
		2024-25	3 percentage points increase from the prior year	14.28%	Yes
		2025-26	3 percentage points increase from the prior year	N/A	N/A

	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	5 percentage points increase from the prior year	N/A	N/A
		2025-26	5 percentage points increase from the prior year	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	36.61%	N/A
		2024-25	1 percentage point increase from the prior year	43.52%	Yes
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	32.67%	N/A
		2024-25	2 percentage points increase from the prior year	33.02%	No
		2025-26	2 percentage points increase from the prior year	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A

	Group(s)	Year	Goal	Annual Report	Outcome Met?
5. All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-ELA/Literacy assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.	All Students	2023-24 (Baseline)	N/A	38.4 points below standard	N/A
		2024-25	4 points increase from the prior year	28.5 points below standard	Yes
		2025-26	4 points increase from the prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	48.1 points below standard	N/A
		2024-25	5 points increase from the prior year	31.6 points below standard	Yes
		2025-26	5 points increase from the prior year	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	90.9 points below standard	N/A
		2024-25	5 points increase from the prior year	103.6 points below standard	Yes
		2025-26	5 points increase from the prior year	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	137.4 points below standard	N/A
		2024-25	8 points increase from the prior year	85.4 points below standard	Yes
		2025-26	8 points increase from the prior year	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	114.8 points below standard	N/A
		2024-25	8 points increase from the prior year	N/A	N/A
		2025-26	8 points increase from the prior year	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	36.2 points below standard	N/A
		2024-25	4 points increase from the prior year	7.3 points below standard	Yes
		2025-26	4 points increase from the prior year	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	47.2 points below standard	N/A
		2024-25	4 points increase from the prior year	48.7 points below standard	No
		2025-26	4 points increase from the prior year	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A

	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
6. All schoolwide and statistically significant student groups will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Reading assessment (Grades 6-11)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	61.30%	N/A
		2024-25	≥ 50%	53.80%	Yes
		2025-26	≥ 50%	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	66.20%	N/A
		2024-25	≥ 50%	59.30%	Yes
		2025-26	≥ 50%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	69.20%	N/A
		2024-25	≥ 50%	53.80%	Yes
		2025-26	≥ 50%	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	48.80%	N/A
		2024-25	≥ 50%	42.50%	No
		2025-26	≥ 50%	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	65.00%	N/A
		2024-25	≥ 50%	59.00%	Yes

		2025-26	≥ 50%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	53.80%	N/A
		2024-25	≥ 50%	58.50%	Yes
		2025-26	≥ 50%	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
7. All Schoolwide and all statistically significant student groups in grades 6-8 and 11 will demonstrate grade-level proficiency on the CAASPP-Mathematics assessments.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	17.19%	N/A
		2024-25	1 percentage point increase from the prior year	17.41%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	15.03%	N/A
		2024-25	1 percentage point increase from the prior year	15.82%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A

	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	3.70%	N/A
		2024-25	3 percentage points increase	7.14%	Yes
		2025-26	3 percentage points increase	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	3 percentage points increase	N/A	N/A
		2025-26	3 percentage points increase	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	16.81%	N/A
		2024-25	1 percentage point increase from the prior year	20.56%	Yes
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	15.84%	N/A
		2024-25	1 percentage point increase from the prior year	13.63%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A

		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
8. All schoolwide and statistically significant student groups in grades 6-8 and 11 will demonstrate growth on the CAASPP-Mathematics assessments, as measured by Distance from Standard (DFS) on the CA School Dashboard.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	92.6 points below standard	N/A
		2024-25	5 points increase from the prior year	94.2 points below standard	No
		2025-26	5 points increase from the prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	95.5 points below standard	N/A
		2024-25	5 points increase from the prior year	99.9 points below standard	No
		2025-26	5 points increase from the prior year	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	104.0 points below standard	N/A
		2024-25	5 points increase from the prior year	162.9 points below standard	No
		2025-26	5 points increase from the prior year	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	150.6 points below standard	N/A
		2024-25	8 points increase from the prior year	N/A	N/A
		2025-26	8 points increase from the prior year	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	149.9 points below standard	N/A
		2024-25	8 points increase from the prior year	159.3 points below standard	No
		2025-26	8 points increase from the prior year	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	149.5 points below standard	N/A
		2024-25	8 points increase from the prior year	N/A	N/A
		2025-26	8 points increase from the prior year	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	93.6 points below standard	N/A
		2024-25	5 points increase from the prior year	87.6 points below standard	Yes
		2025-26	5 points increase from the prior year	N/A	N/A

	African American (AA)	2023-24 (Baseline)	N/A	94.2 points below standard	N/A
		2024-25	5 points increase from the prior year	102.0 points below standard	No
		2025-26	5 points increase from the prior year	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
9. All schoolwide and statistically significant student groups will meet nationally normed targets for growth, in which NWEA expects 50% of students to meet their annual individual growth targets assigned by NWEA; measured by the percentage of students meeting their annual growth targets set by NWEA for the MAP-Mathematics assessment (Grades 6-11)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	55.40%	N/A
		2024-25	≥ 50%	56.70%	Yes
		2025-26	≥ 50%	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	57.60%	N/A
		2024-25	≥ 50%	56.00%	Yes
		2025-26	≥ 50%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	64.30%	N/A
		2024-25	≥ 50%	58.30%	Yes
		2025-26	≥ 50%	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	58.50%	N/A

		2024-25	≥ 50%	43.20%	No
		2025-26	≥ 50%	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	61.80%	N/A
		2024-25	≥ 50%	65.20%	Yes
		2025-26	≥ 50%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	46.20%	N/A
		2024-25	≥ 50%	47.10%	No
		2025-26	≥ 50%	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Group(s)	Year	Goal	Annual Report	Outcome Met?
10. All Schoolwide and all statistically significant student groups in grades 5, 8, and 10-12 will demonstrate grade-level proficiency on the California Science Test (CAST) assessments.	All Students	2023-24 (Baseline)	N/A	16.00%	N/A
		2024-25	1 percentage point increase from the prior year	11.32%	No

		2025-26	1 percentage point increase from the prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	18.68%	N/A
		2024-25	1 percentage point increase from the prior year	8.97%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	3 percentage points increase from the prior year	0.00%	No
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	21.25%	N/A
		2024-25	1 percentage point increase from the prior year	8.33%	No
		2025-26	1 percentage point increase from the prior year	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	2.33%	N/A
		2024-25	3 percentage points increase from the prior year	16.28%	Yes
		2025-26	3 percentage points increase from the prior year	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A

	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
11. EL students will make annual progress in learning English as measured by the ELPAC.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	English Learners	2023-24 (Baseline)	N/A	38.90%	N/A
		2024-25	≥ 50.0%	11.80%	No
		2025-26	≥ 50.0%	N/A	N/A
12. EL students will be reclassified annually.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	English Learners	2023-24 (Baseline)	N/A	13.30%	N/A
		2024-25	≥ 10.0%	10.50% (internal)	Yes
		2025-26	≥ 10.0%	N/A	N/A

Goal 3:

INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Measurable Outcomes	School Reported Performance				Outcome Met?
	Group(s)	Year	Goal	Annual Report	
1. All students will have sufficient access to Accelerated and/or Advanced Math courses and/or Advanced Math clubs.	All Students	2023-24 (Baseline)	N/A	9.00%	N/A
		2024-25	≥ 10%	7.00%	No
		2025-26	≥ 10%	12.00% (internal; start of 2nd sem.)	In Progress
2. All students will learn grade-level appropriate computer and tech-based skills through core learning (keyboarding, Office Suite, online research/safety, and blended learning programs), as well as specific computer and tech-related courses and clubs in secondary grades (coding, robotics, etc.)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	94.00%	N/A
		2024-25	≥ 90%	100.00%	Yes

		2025-26	≥ 90%	94.44% (internal; start of 2nd sem.)	In Progress
3. All students will create or demonstrate a STEAM focused project, experiment, model, or demo.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	99.00%	N/A
		2024-25	≥ 80%	100.00%	Yes
		2025-26	≥ 80%	100.00% (internal; start of 2nd sem.)	In Progress
4. Students graduating from MSA-3 will be “prepared for college and career” by earning a high school diploma and meeting at least one other criteria of the College and Career Indicator (CCI), i.e., meeting A-G requirements, earning College Credits, passing AP exams, taking dual enrollment college courses, receiving the State Seal of Biliteracy; Golden State Seal, etc.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	47.90%	N/A
		2024-25	≥ 55.0%	78.70%	Yes
		2025-26	≥ 55.0%	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	40.50%	N/A
		2024-25	≥ 55.0%	75.50%	Yes
		2025-26	≥ 55.0%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	48.40%	N/A
		2024-25	≥ 55.0%	73.70%	Yes
		2025-26	≥ 55.0%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	50.00%	N/A
		2024-25	≥ 55.0%	90.00%	Yes
		2025-26	≥ 55.0%	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A

		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
5. Students graduating from MSA-3 will demonstrate college preparedness in ELA/Literacy pursuant to the Early Assessment Program (EAP)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	56.60%	N/A
		2024-25	≥ 55.00%	70.18%	Yes
		2025-26	≥ 55.00%	N/A	N/A
6. Students graduating from MSA-3 will demonstrate college preparedness in Mathematics pursuant to the Early Assessment Program (EAP)	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	5.45%	N/A
		2024-25	≥ 35.00%	25.00%	No
		2025-26	≥ 35.00%	N/A	N/A
7. Students will be offered AP courses and AP course support to succeed on the AP exams.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	≥ 55.0%	30.80%	No
		2025-26	≥ 55.0%	N/A	N/A
8. Graduating seniors will have passed an AP exam with a score of 3 or higher.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	≥ 35.0%	0.00%	No
		2025-26	≥ 35.0%	N/A	N/A
9. All students will have sufficient access to college courses through dual and concurrent enrollment.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	37.50%	N/A
		2024-25	≥ 35.0%	89.60%	Yes

		2025-26	≥ 35.0%	74.1% (internal; 1st sem.)	In Progress
10. All students will successfully complete courses that satisfy the requirements for entrance to the UC/CSU.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	69.40%	N/A
		2024-25	≥ 90.0%	79.20%	No
		2025-26	≥ 90.0%	51% (internal; 1st sem.)	In Progress
11. Students will be offered courses that satisfy the requirements for Career Technical Education (CTE) sequences or programs of study that align with state board-approved career technical education standards and frameworks.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≥ 10.0%	0.00%	No
		2025-26	≥ 10.0%	0% (internal; 1st sem.)	In Progress
12. All students will successfully complete courses that satisfy the requirements for entrance to the UC/CSU and be offered courses that satisfy the requirements for Career Technical Education (CTE) sequences or programs of study that align with state board-approved career technical education standards and frameworks.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≥ 10.0%	0.00%	No
		2025-26	≥ 10.0%	0% (internal; 1st sem.)	In Progress

Goal 4:					
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.					
Measurable Outcomes	School Reported Performance				Outcome Met?
1. Charter School will hold Parent Advisory Committee (PAC) meetings	Group(s)	Year	Goal	Annual Report	
	All Students	2023-24 (Baseline)	N/A	7	N/A
		2024-25	≥ 8	10	Yes
		2025-26	≥ 8	5 (as of 1/23/26)	In Progress
2. Charter School will hold English Learner Advisory Committee (ELAC) meetings.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	2	N/A
		2024-25	≥ 4	4	Yes
		2025-26	≥ 4	1 (as of 1/23/26)	In Progress
3. Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community and promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	22	N/A
		2024-25	≥ 20	30	Yes
		2025-26	≥ 20	25 (as of 1/23/26)	Yes
4. Charter School's teachers will conduct home visits of students who are new to the school, seniors, students in the MTSS process or other	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	13.60%	N/A

identified needs, with visits tracked by the MTSS and administrators.		2024-25	≥ 15.0%	2.30%	No
		2025-26	≥ 15.0%	6.3% (as of 1/23/26)	In Progress
5. Charter School will maintain a high average daily attendance (ADA) rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	Baseline 2023-24 (P-2 ADA)	N/A	91.95%	N/A
		2024-25	≥ 92.00%	91.83%	No
		2025-26	≥ 92.00%	92.89% (P-1; Months 1-5)	In Progress
6. Charter School will maintain a low chronic absenteeism rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	27.30%	N/A
		2024-25	≤ 22.0%	29.30%	No
		2025-26	≤ 22.0%	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	31.40%	N/A
		2024-25	≤ 26.0%	33.80%	No
		2025-26	≤ 26.0%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	20.80%	N/A
		2024-25	≤ 20.0%	34.60%	No
		2025-26	≤ 20.0%	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	46.70%	N/A
		2024-25	≤ 35.0%	41.70%	No
		2025-26	≤ 35.0%	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	22.20%	N/A
		2024-25	≤ 20.0%	28.40%	No
		2025-26	≤ 20.0%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	33.00%	N/A
		2024-25	≤ 26.0%	30.80%	No
		2025-26	≤ 26.0%	N/A	N/A

	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
7. Charter School will maintain a low middle school dropout rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≤ 2.0%	0.00%	Yes
		2025-26	≤ 2.0%	1.5% (as of 1/23/26)	In Progress
8. Charter School will maintain a low high school dropout rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	4.20%	N/A
		2024-25	≤ 2.0%	0.00%	Yes
		2025-26	≤ 2.0%	1.9% (as of 1/23/26)	In Progress
9. Charter School will maintain a high graduation rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	93.90%	N/A
		2024-25	≥ 95.0%	100.00%	Yes
		2025-26	≥ 95.0%	94.4% (as of 1/23/26)	In Progress
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	93.00%	N/A
		2024-25	≥ 95.0%	100.00%	Yes
		2025-26	≥ 95.0%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A

		2025-26	N/A	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	93.80%	N/A
		2024-25	≥ 95.0%	100.00%	Yes
		2025-26	≥ 95.0%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A

		2025-26	N/A	N/A	N/A
10. Charter School will maintain a low student suspension rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	2.20%	N/A
		2024-25	≤ 2.5%	1.80%	Yes
		2025-26	≤ 2.5%	3.1% (as of 1/20/26)	In Progress
	Socioeconomically Disadvantaged (SED)	2023-24 (Baseline)	N/A	2.40%	N/A
		2024-25	≤ 2.5%	2.10%	Yes
		2025-26	≤ 2.5%	N/A	N/A
	English Learners (EL)	2023-24 (Baseline)	N/A	8.30%	N/A
		2024-25	≤ 5.0%	0.00%	Yes
		2025-26	≤ 5.0%	N/A	N/A
	Long-Term English Learners (LTEL)	2023-24 (Baseline)	N/A	8.70%	N/A
		2024-25	≤ 5.0%	0.00%	Yes
		2025-26	≤ 5.0%	N/A	N/A
	Students with Disabilities (SWD)	2023-24 (Baseline)	N/A	5.30%	N/A
		2024-25	≤ 5.0%	1.40%	Yes
		2025-26	≤ 5.0%	N/A	N/A
	Foster Youth (FY)	2023-24 (Baseline)	N/A	16.70%	N/A
		2024-25	≤ 10.0%	N/A	N/A
		2025-26	≤ 10.0%	N/A	N/A
	Homeless (HOM)	2023-24 (Baseline)	N/A	4.50%	N/A
		2024-25	≤ 4.0%	4.20%	No
		2025-26	≤ 4.0%	N/A	N/A
	Hispanic (HI)	2023-24 (Baseline)	N/A	1.30%	N/A
		2024-25	≤ 2.5%	0.80%	Yes
		2025-26	≤ 2.5%	N/A	N/A
	African American (AA)	2023-24 (Baseline)	N/A	3.90%	N/A
		2024-25	≤ 3.5%	3.20%	Yes
		2025-26	≤ 3.5%	N/A	N/A
	American Indian or Alaska Native (AI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Asian (AS)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A

	Filipino (FI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Native Hawaiian or Pacific Islander (PI)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	White (WH)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
	Two or More Races (MR)	2023-24 (Baseline)	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
11. Charter School will maintain a low student expulsion rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2023-24 (Baseline)	N/A	0.00%	N/A
		2024-25	≤ 0.50%	0.00%	Yes
		2025-26	≤ 0.50%	0% (as of 1/20/26)	In Progress
12. Charter School will maintain high approval rates in the school experience surveys of students, families, and staff.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	Students	2023-24 (Baseline)	N/A	63.00%	N/A
		2024-25	≥ 65%	62.00%	No
		2025-26	≥ 65%	N/A	N/A
	Families	2023-24 (Baseline)	N/A	96.00%	N/A
		2024-25	≥ 95%	97.00%	Yes
		2025-26	≥ 95%	N/A	N/A
	Staff	2023-24 (Baseline)	N/A	74.00%	N/A
		2024-25	≥ 80%	49.00%	No
		2025-26	≥ 80%	N/A	N/A
13. Charter School will maintain high satisfaction rates in the school experience surveys of students, families, and staff.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	Students	2023-24 (Baseline)	N/A	70.00%	N/A
		2024-25	≥ 75%	66.00%	No
		2025-26	≥ 75%	N/A	N/A
	Families	2023-24 (Baseline)	N/A	94.00%	N/A
		2024-25	≥ 95%	98.00%	No
		2025-26	≥ 95%	N/A	N/A
	Staff	2023-24 (Baseline)	N/A	73.00%	N/A
		2024-25	≥ 85%	36.00%	No
		2025-26	≥ 85%	N/A	N/A

Magnolia Science Academy 5
Mid-Year LCAP Update & LACOE CSO Renewal Readiness Report

Section A - Background

Purpose & Statutory Overview

Present the *LCAP Mid-Year Update & LACOE CSO Renewal Readiness Report* in compliance with LACOE requirements and Ed Code §52062, §47606.2, and §47606.5.

- **Charter School/LEA Name:** Magnolia Science Academy 5
- **CDS Code:** 19101990137679
- **Date Presented to Board:** February 12, 2026

Our LACOE-authorized schools are required to submit a report to the Los Angeles County Board of Education detailing progress on the Measurable Pupil Outcomes (MPOs) outlined in each school's charter petition.

To maintain a cohesive framework of goals and measurable outcomes, the majority of MPOs in our charter petitions align with the metrics in the school Local Control and Accountability Plan (LCAP). The LCAP establishes a Baseline and a Desired Outcome for Year 3 for each metric. During the mid-year LCAP update, schools report interim progress and available performance data for the current year to assess progress toward the Year 3 Desired Outcome. This mid-year review provides an opportunity to monitor implementation, identify trends, and make any necessary adjustments prior to the end of the academic year. In contrast, the charter petition sets annual desired outcomes for each year of the petition term. During charter renewal (every five years), we align the desired MPOs in the petition with the LCAP's desired outcomes.

In essence, the mid-year report to LACOE parallels the LCAP mid-year reflection process, with additional narrative detail. Schools describe their progress toward desired outcomes to date, indicate whether they are on track to meet annual targets, and outline any adjustments or action steps they will take during the remainder of the year to achieve these goals.

Section B - LCAP Budget Overview for Parents

Item	As Adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$3,396,166	$1,762,610
LCFF Supplemental / Concentration Grants	$933,678	$484,579

Goal & Action Number	Action Title	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher Assignments & Credentials	$18,439.00	$11,239.78
1.2	Instructional Materials and Technology	$179,499.72	$83,491.12
1.3	Clean and Safe Facilities that Support Learning	$365,848.08	$183,043.86

1.4	Healthy and Nutritious Meals	$24,096.00	$13,840.20
1.5	Well-Orchestrated Home Office Support Services	$261,113.00	$133,846.52
2.1	Broad Course of Study & Standards-Based Curriculum	$1,029,876.73	$526,223.80
2.2	Professional Development for High-Quality Instruction	$32,976.00	$16,903.50
2.3	MTSS - Academic Enrichment, Intervention, and Student Support	$441,352.89	$215,152.24
2.4	Designated and Integrated ELD Programs and Support for ELs	$90,197.48	$46,864.04
2.5	Support for Students with Disabilities	$418,701.10	$273,082.17
3.1	College/Career Readiness Programs and Activities	$141,646.16	$100,654.02
3.2	STEM and GATE Programs	$0.00	$0.00
3.3	Digital Literacy and Citizenship	$153,201.90	$61,499.81
3.4	Physical Education, Activity, and Fitness	$152,147.86	$69,896.33
3.5	Additional Programs and Activities that Support Well-Rounded Education	$232,980.86	$117,565.70
4.1	Seeking Family Input for Decision-Making	$275.00	$140.96
4.2	Building Relationships & Partnerships with Families for Student Outcomes	$223,525.27	$103,718.71
4.3	MTSS - PBIS and SEL Support	$355,768.90	$198,227.80
4.4	Annual Educational Partner Surveys	$1,233.84	$632.47
4.5	Community Outreach & Partnerships	$523,423.72	$205,968.86
	Overall:	**$4,646,303.51**	**$2,361,991.89**

Section C - Goal # Progress (One for each goal)

Goals & Actions

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
1.1	Teacher assignments and credentials Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation	$18,439.00	$11,239.78
1.2	Instructional materials and technology Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation	$179,499.72	$83,491.12

1.3	Clean and safe facilities that support learning Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation	$365,848.08	$183,043.86
1.4	Healthy and nutritious meals Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$24,096.00	$13,840.20
1.5	Well-orchestrated Home Office support services The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: Home Office management fees, authorizer oversight fees, audit fees, bank fees, legal	No	Ongoing Implementation	$261,113.00	$133,846.52

	fees (YM&C, etc.), and other back-office related expenses (Adaptive Insights, DataWorks, etc.) The following expenditures will be funded by federal Title funds: N/A				

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
2.1	Broad course of study and standards based curriculum Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation	$1,029,876.73	$526,223.80
2.2	Professional development for high-quality instruction Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -4035 Title II 5864 Prof Dev-Other $9,000	Yes	Ongoing Implementation	$32,976.00	$16,903.50

2.3	MTSS - Academic enrichment, intervention, and student support Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -4127 Title IV, Part A ESEA (ESSA) 4340 Education Software $9,158.05 -3010 Title I 4340 Education Software $11,665 -3010 Title I 3500 Unemployment Insurance $251.19 -3010 Title I 3300 OASDI/Medicare $728.45 -3010 Title I 3100 STRS $9,595.41 -3010 Title I 1100 Teacher Salaries $51,084 -3010 Title I 5800 Professional Services $5,300 LREBG ACTION: The planned use of the unexpended LREBG funds aligns with Action 2.3, which focuses on implementing a Multi-Tiered System of Supports (MTSS) to deliver targeted academic and social-emotional interventions. Funds will support personnel costs associated with providing small group and one-on-one interventions, co-taught classes, extended learning opportunities, and collaborative support meetings to ensure student progress is consistently monitored and addressed.	Yes	Ongoing Implementation	$441,352.89	$215,152.24

2.4	Designated and integrated ELD programs and support for ELs Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$90,197.48	$46,864.04
2.5	Support for students with disabilities Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -4127 Title IV, Part A ESEA (ESSA) 5800 Professional Services $8,480	No	Ongoing Implementation	$418,701.10	$273,082.17

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures

3.1	College/Career readiness programs and activities Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$141,646.16	$100,654.02
3.2	STEM and GATE programs Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$0.00	$0.00

3.3	Digital literacy and citizenship programs Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation	$153,201.90	$61,499.81
3.4	Physical education, activity, and fitness Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Titles: -4127 Title IV, Part A ESEA (ESSA) 4335 PE Supplies $18,713	Yes	Ongoing Implementation	$152,147.86	$69,896.33

3.5	Additional programs and activities that support well-rounded education To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: -4127 Title IV, Part A ESEA (ESSA) 4326 Arts &Music Supplies $10,385 -4127 Title IV Part A ESEA (ESEA) 5800 Professional Services $15,900	Yes	Ongoing Implementation	$232,980.86	$117,565.70

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Total Funds Budgeted	Mid-Year Expenditures
4.1	Seeking family input for decision-making "Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A"	Yes	Ongoing Implementation	$275.00	$140.96

4.2	Building relationships and partnerships with families for student outcomes "Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students‚Äô grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school‚Äôs EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -3010 Title I 5800 Professional Services $1,590 -3010 Title I 3500 Unemployment Insurance $90 -3010 Title I 3300 OASDI/Medicare $261 -3010 Title I 3100 STRS $3438 -3010 Title I 1100 Teacher Salaries $18,000"	Yes	Ongoing Implementation	$223,525.27	$103,718.71

4.3	MTSS - PBIS and SEL support "Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -4201 Title III - Immigrant. Ed. 4345 Non-Instructional Student Supplies $4,317.38 -3010 Title I 4340 Educational Software $4,134 -3010 Title I Teacher salaries and benefits $8,362.13"	Yes	Ongoing Implementation	$355,768.90	$198,227.80
4.4	Annual educational partner surveys "Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds:	Yes	Ongoing Implementation	$1,233.84	$632.47

	3010 Title I - 5800 Professional Services: $1,233.84"				
4.5	Community outreach and partnerships "Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A"	Yes	Ongoing Implementation	$523,423.72	$205,968.86

Metrics

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 62.7%	2022-23: 59.3%		2023-24: 61.8%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%	2024-25 (As of 6/5/25): 0%		2025-26 (As of 1/23/26): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2025-26 (As of 1/23/26): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 60%	2024-25: (Fall 2023 to Fall 20224) 71%		2025-26: (Fall 2024 to Fall 2025) 86%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.1%	2024-25: (As of 5/31/25) 95.4%		2025-26: (First Semester): 96.4%	2026-27: >= 95.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 88%	2024-25: (As of 5/29/25) 108%		2025-26: (As of 1/28/26) 46%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of “C” or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 62%	2024-25: (First semester) 71%		2025-26: (First semester) 73%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 45.04% -English Learners: 12.0% -Socioeconomically Disadvantaged: 42.86% -Students with Disabilities: 23.53% -Asian: * -Hispanic: 43.36% -White: *	2023-24: -All Students: 37.98% -English Learners: 2.70% -Socioeconomically Disadvantaged: 38.60% -Students with Disabilities: 39.13% -Hispanic: 34.51% -White: *		2024-25: -All Students: 53.39% -English Learners: 2083% -Socioeconomically Disadvantaged: 51.51% -Students with Disabilities: 28.00% -Asian * -Hispanic: 52.58% -White: 63.64%	2025-26: -All Students: >= 40.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 40.00% -Students with Disabilities: >= 20.00% -Hispanic: >= 40.00% -White: *
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 0.5 points above standard -English Learners: 54.2 points below standard -Socioeconomically Disadvantaged: 3.4 points below standard -Students with Disabilities: 35.9 points below standard -Asian: * -Hispanic: 2.7 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 27.9 points below standard -English Learners: 66.0 points below standard -Socioeconomically Disadvantaged: 28.3 points below standard -Students with Disabilities: 46.8 points below standard -Hispanic: 31.2 points below standard -White: *		2024-25: (2025 Dashboard) -All Students: 9.7 points above standard -English Learners: 12.6 points below standard -Socioeconomically Disadvantaged: 7.5 points above standard -Students with Disabilities: 33.1 points below standard -Hispanic: 9.9 points above standard -White: *	2025-26: (2026 Dashboard) -All Students: 4.0 points above standard -English Learners: 45.0 points below standard -Socioeconomically Disadvantaged: 1.0 points above standard -Students with Disabilities: 26.0 points below standard -Hispanic: 1.0 points above standard -White: *

2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 85.5% -English Learners: 86.0% -Socioeconomically Disadvantaged: 79.3% -Students with Disabilities: 93.1% -Hispanic: 85.3% -White: *	2024-25: (Fall to Spring) -All Students: 71.4% -English Learners: 78.4% -Socioeconomically Disadvantaged: 72.7% -Students with Disabilities: 69.7% -Hispanic: 72.4% -White: 70.0%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 4.41 (CGP: 100th percentile) • English Learners: CGI: 5.60 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 4.63 (CGP: 100th percentile) • Students with Disabilities: * • Hispanic: CGI: 4.33 (CGP: 100th percentile) • White: *	2024-25: (Fall to Spring) - All Students: CGI: 2.34 (CGP: 99th percentile) - English Learners: CGI: 3.99 (CGP: 100th percentile) - Socioeconomically Disadvantaged: CGI: 2.61 (CGP: 100th percentile) - Students with Disabilities: CGI: 1.17 (CGP: 88th percentile) - Hispanic: CGI: 2.30 (CGP: 99th percentile) - White: CGI: 2.57 (CGP: 99th percentile)		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 34.29% -English Learners: 26.47% -Socioeconomically Disadvantaged: 35.20% -Students with Disabilities: 23.53% -Asian: * -Hispanic: 34.17% -White: *	2023-24: -All Students: 22.83% -English Learners: 5.56% -Socioeconomically Disadvantaged: 23.43% -Students with Disabilities: 22.32% -Hispanic: 20.29% -White: *		2024-25: -All Students: 49.15% -English Learners: 33.34% -Socioeconomically Disadvantaged: 44.44% -Students with Disabilities: 28.00% -Asian: * -Hispanic: 47.42% -White: 54.54%	2025-26: -All Students: >= 28.00% -English Learners: >= 25.00% -Socioeconomically Disadvantaged: >= 28.00% -Students with Disabilities: >= 25.00% -Hispanic: >= 28.00% -White: *
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 49.4 points below standard -English Learners: 52.1 points below standard -Socioeconomically Disadvantaged: 49.4 points below standard -Students with Disabilities: 69.8 points below standard -Asian: * -Hispanic: 53.3 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 79.6 points below standard -English Learners: 92.4 points below standard -Socioeconomically Disadvantaged: 81.6 points below standard -Students with Disabilities: 97.7 points below standard -Hispanic: 82.6 points below standard -White: *		2024-25: (2025 Dashboard) -All Students: 8.6 points below standard -English Learners: 14.6 points below standard -Socioeconomically Disadvantaged: 19.3 points below standard -Students with Disabilities: 43.2 points below standard -Hispanic: 12.6 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 40.0 points below standard -English Learners: 43.0 points below standard -Socioeconomically Disadvantaged: 40.0 points below standard -Students with Disabilities: 60.0 points below standard -Hispanic: 44.0 points below standard -White: *

2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 86.6% -English Learners: 86.2% -Socioeconomically Disadvantaged: 87.4% -Students with Disabilities: 82.8% -Hispanic: 85.3% -White: *	2024-25: (Fall to Spring) -All Students: 73.9% -English Learners: 84.2% -Socioeconomically Disadvantaged: 76.9% -Students with Disabilities: 59.4% -Hispanic: 72.9% -White: 70.0%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 5.72 (CGP: 100th percentile) • English Learners: CGI: 6.81 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 6.08 (CGP: 100th percentile) • Students with Disabilities: * • Hispanic: CGI: 5.48 (CGP: 100th percentile) • White: *	2024-25: (Fall to Spring) - All Students: CGI: 2.40 (CGP: 99th percentile) - English Learners: CGI: 4.71 (CGP: 100th percentile) - Socioeconomically Disadvantaged: CGI: 2.73 (CGP: 100th percentile) - Students with Disabilities: CGI: 1.59 (CGP: 94th percentile) - Hispanic: CGI: 2.26 (CGP: 99th percentile) - White: CGI: 2.62 (CGP: 100th percentile)		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 63.2%	2023-24: (2024 Dashboard) 53.0%		2024-25: (2025 Dashboard) 79.6%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 21.5%	2023-24: (Internal) 20.3%		2024-25: (Internal) 25.8%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 13.73% -English Learners: * -Socioeconomically Disadvantaged: 11.63% -Students with Disabilities: * -Hispanic: 13.33%	2023-24: -All Students: 30.88% -English Learners: 16.67% -Socioeconomically Disadvantaged: 31.67% -Students with Disabilities: * -Hispanic: 30.35% -White: *		2024-25: -All Students: 27.50% -English Learners: * -Socioeconomically Disadvantaged: 27.77% -Students with Disabilities: * -Hispanic: 25.71% -White: *	2025-26: -All Students: >= 25.00% -English Learners: * -Socioeconomically Disadvantaged: >= 25.00% -Students with Disabilities: * -Hispanic: >= 25.00% -White: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027

3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 11%	2024-25: (As of 6/5/25) 7%		2025-26: (As of 1/23/26) 20%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 97%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 60.5%	2024-25: (As of 5/23/25) 77.8%		2024-25: (2025 Dashboard) 89.5%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 73.08%	2024-25: (As of 5/23/25) 49.39%		2024-25: 62.50%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 62.96%	2024-25: (As of 5/23/25) 34.19%		2024-25: 20.83%	2025-26: >= 35.00%
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 35.6%	2023-24: 52.0%		2024-25: 58.8%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 11.1%	2023-24: 36.0%		2024-25: 33.3%	2025-26: >= 55.0%

3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 26.3%	2023-24: (2024 Dashboard) 61.5%		2024-25: (2025 Dashboard) 64.7%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 87.2%	2024-25: (As of 5/23/25) 96.2%		2024-25: (2025 Dashboard) 100.0%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 28.6%	2024-25: (As of 5/23/25) 16.7%		2024-25: (CDE Dataquest) 15.8%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 48.6%	2024-25: (As of 5/23/25) 33.3%		2024-25: (CDE Dataquest) 26.3%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 56.0%	2024-25: (As of 5/23/25) 25.0%		2024-25: 25.0%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 100.0%		2024-25: 100%	2026-27: >= 90%

3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 89.0%		2024-25: 89%	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 34.8%	Class of 2022: 48.1%		Class of 2023: 50%	Class of 2024: >= 60%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 6	2024-25: (As of 6/5/25) 7		2025-26: (As of 1/23/26) 4	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 3	2024-25: (As of 6/5/25) 4		2025-26: (As of 1/23/26) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 18	2024-25: (As of 6/5/25) 18		2025-26: (As of 1/23/26) 23	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 29.2%	2024-25: (As of 6/5/25) 47.0%		2025-26: (As of 1/23/26) 21.5%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 91.93%	2024-25 P-2 ADA: (Months 1-8) 92.01%		2025-26 P-1 ADA: (Months 1-5) 94.15%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 30.8%	2023-24: (2024 Dashboard) 30.1% 2024-25: (As of 6/5/25) 29.8%		2024-25: (2025 Dashboard) 24.5% 2025-26: (As of 1/23/26) 19.2%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 5.1%	2024-25: (As of 6/5/25) 4.2%		2025-26: (As of 1/23/26) 18.5%	2026-27: <= 2.0%
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 7.9%	2023-24: (CDE DataQuest) 4.0% 2024-25: (As of 6/5/25) 0.0%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 4.3%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 92.3%	2023-24: (2024 Dashboard) 96.2% 2024-25: (As of 5/25/25) 100.0%		2024-25: (2025 Dashboard) 96.2% 2025-26: (As of 1/23/26) 82.1%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.3%	2023-24: (2024 Dashboard) 1.3%		2024-25: (2025 Dashboard) 2.4%	2025-26: (2026 Dashboard) <= 2.5%

			2024-25: (As of 5/28/25) 2.4%		2025-26: (As of 1/23/26) 1.0%	
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 5/28/25) 0.0%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 99.0% Families: 88.4% Staff: 96.3%	2024-25: Students: 99.5% Families: 76.3% Staff: 93.8%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 67.0% Families: 96.0% Staff: 80.0%	2024-25: Students: 65% Families: 96% Staff: 61%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 78% Families: 96% Staff: 75%	2024-25: Students: 76% Families: 95% Staff: 53%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 83.25%	2024-25: (Spring 2024 to Fall 2024) 84%		2025-26: (Spring 2025 to Fall 2025) 85%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Section D(1) - Goal Narratives/Renewal Readiness

Goal 1:
BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.

A. Metrics, Outcomes, and Data Analysis
Midyear outcome data show that MSA-5 is on track for four of five Goal 1 indicators. All students continue to have access to their own standards-aligned instructional materials at school and at home (0% without access), and facility inspections have identified zero instances where the site does not meet the "good repair" standard. Teacher retention has increased to 86% (Fall 2024 to Fall 2025), above the 80% long-term target, and teacher attendance for first semester is 96.4%, above the 95% desired outcome, indicating improved stability and fewer disruptions to instruction. The remaining area of concern is the percentage of teaching assignments with an assignment monitoring outcome of "clear," which has not yet reached the target; this is largely attributable to a small group of teachers who are in progress toward preliminary or clear credentials and to a few hard-to-fill assignments where matching credential authorizations and master schedule needs has been complex.

B. Planned Actions & Adjustments (Midyear → Spring)
To address the remaining assignment-monitoring gap and strengthen basic services ahead of renewal, MSA-5 will:

Continue monthly credential audits in collaboration with the MPS Home Office HR team, with a specific focus on aligning the master schedule to credential authorizations and reducing any remaining "not clear" assignments.

Maintain targeted recruitment and onboarding for hard-to-staff positions, including use of signing incentives where appropriate and a rapid substitute/coverage plan that prevents misassignments.

Provide individualized credential counseling for staff, including clear pathways to obtaining preliminary and clear credentials, induction, added authorizations, and tuition reimbursement to remove financial barriers and accelerate completion.
These actions directly respond to LACOE's emphasis on fully credentialed staff and strong basic-services implementation as part of renewal eligibility.

C. Engagement of Educational Partners
Priority 1 local indicator data on credentials, instructional materials, and facilities have been reviewed with the administrative team, department leads, and operations staff and shared with PAC and ELAC. Educational partners affirmed the importance of staff stability, fully credentialed teachers, and safe, well-maintained facilities; this feedback has informed decisions about credential support, facility work-order priorities, and HR planning. The Home Office also regularly reviews these data with school leadership to ensure that progress on basic services is clearly documented for the Governing Board and in preparation for charter renewal.

Goal 2:
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

A. Metrics, Outcomes, and Data Analysis
Midyear data indicate that MSA-5 is on track for the majority of Goal 2 indicators and has made notable academic gains. All students have sufficient access to programs and services, including those designed for unduplicated pupils and students with disabilities (100% access). As of January 28, 46% of the planned formal and informal observations have been completed, which is on pace but will require continued focus to reach the ≥85% year-end target. First-semester grades show that 73% of students earned a “C” or better in core subjects and electives, an improvement over 2023–24 and 2024–25, though still below the long-term goal of ≥80%.

On the 2025 CA School Dashboard, MSA-5’s Distance from Standard (DFS) in ELA improved to +9.8, significantly higher than the state average of –8.1 and moving overall performance from Orange to Green; Math DFS improved to –8.6 compared to the state average of –42.4, also moving to Green. All numerically significant student groups (EL, Hispanic, SED) outperformed state subgroup averages in both ELA and Math. At the same time, the English Learner Progress Indicator (ELPI) declined from the prior year even while remaining above the state average (53% vs. 46.4%), indicating that a smaller proportion of ELs made at least one performance-level gain or maintained PL4.

Root cause analysis: The improvement in ELA and Math appears tied to stronger core instruction, standards-aligned curriculum, and targeted intervention/MTSS supports, while the remaining gap in “C or better” course completion reflects uneven grading practices and persistent skill gaps for particular students and subgroups. The ELPI decline suggests that while many ELs are making progress, a subset—likely including newcomers and long-term ELs with more intensive needs—are not accelerating at the rate required, which will require sharper focus on designated and integrated ELD and progress monitoring.

B. Planned Actions & Adjustments (Midyear → Spring)
To sustain gains and address areas identified by LACOE (including the need for clear evidence of measurable academic growth and stronger EL progress), MSA-5 will:

Complete the remaining formal and informal observations with a focus on feedback tied to standards implementation, high-quality questioning, language development strategies (e.g., CHATS/SDAIE), and supports for unduplicated students and students with disabilities.

Strengthen course performance by using D/F lists every 2–3 weeks, coordinating targeted tutoring and office hours, and aligning MTSS Tier 2 supports to specific priority standards in ELA and Math.

Use MAP Reading and Math data more intentionally as “verified data” to monitor at least one year of growth for each student: teachers will set class-level growth targets, conduct interim checks, and adjust instruction and small-group supports accordingly, with particular attention to EL, SED, and SWD subgroups.

Refine designated and integrated ELD by aligning lesson planning and PLC collaboration to ELPI data, monitoring EL progress each term, and differentiating supports for newcomers, LTELs, and RFEPs at risk.

These steps are designed to maintain Green performance in ELA and Math, address the ELPI decline, and demonstrate measurable academic growth for all students and key student groups in line with the renewal criteria cited in the LACOE letter.

C. Engagement of Educational Partners
Academic outcomes and growth data (grades, Dashboard results, and MAP reports as available) are reviewed in PLCs, Instructional Leadership Team meetings, and with student services teams (SPED and EL). Findings and planned supports are communicated to families through report cards, parent-teacher conferences, advisory outreach, and PAC/ELAC meetings. PAC and ELAC feedback emphasizing clear communication about interventions and high expectations for college readiness has been used to refine the spring communication plan and to ensure that families understand how MTSS, ELD supports, and course interventions are being implemented.

Goal 3:
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

A. Metrics, Outcomes, and Data Analysis
Midyear outcome data show strong progress toward Goal 3. As of January 23, 20% of students are enrolled in an accelerated or advanced math course or math club, already surpassing the ≥10% long-term target. All students in the current graduating class have taken a computer/technology course and/or participated in blended learning, and 100% of students have created or demonstrated a STEAM-focused project, experiment, model, or demonstration this year, indicating robust access to innovation-aligned experiences.

On the 2025 Dashboard, 80.8% of graduates were “Prepared” on the College/Career Indicator, significantly higher than the statewide rate of 51.7%. AP and dual-enrollment metrics from 2024–25 also show improvement (increased AP pass rates and higher percentages of seniors completing college coursework with college credit), and UC/CSU a-g completion and college-acceptance rates remain strong. At the same time, metrics related to EAP (college readiness via CAASPP in grade 11) and CTE pathway completion remain below desired targets, highlighting the need to ensure that all students—not only those in AP/dual enrollment—are on track with foundational ELA and Math skills and access to coherent CTE pathways.

B. Planned Actions & Adjustments (Midyear → Spring)
To sustain high performance on college/career measures and address identified gaps, MSA-5 will:

Maintain and, as feasible, expand access to advanced math, AP, and dual-enrollment courses, while ensuring that entry criteria are equitable and that support structures (tutoring, office hours, Saturday sessions) are robust enough to keep students on track.

Explicitly connect 11th-grade ELA and Math instruction to EAP expectations by integrating performance-task practice, aligning benchmark assessments to CAASPP blueprints, and using data to identify and support students who are “nearly met.”

Strengthen early college and career advising in grades 9–12 (and exposure in middle school) so that all students build four-year graduation plans aligned to UC/CSU a-g, AP, dual enrollment, and—where available—CTE sequences.

Continue to monitor subgroup participation and success in AP, dual enrollment, and advanced math (particularly EL, SED, and SWD students) to ensure that opportunities for “Prepared” status on the CCI are equitably distributed.

These strategies respond directly to LACOE’s emphasis on using postsecondary outcomes as evidence of strong performance for renewal, while also broadening access to high-quality, innovation-aligned learning experiences.

C. Engagement of Educational Partners
College and career readiness data and programming are regularly discussed with counselors, teachers, and administrators and shared with families through college nights, FAFSA/CADAA workshops, senior meetings, and parent conferences. Students and families provide input on AP offerings, dual-enrollment options, and STEAM programs through surveys, PAC/ELAC, and individual advising sessions. This feedback has informed course scheduling, the design of advisory lessons, and the prioritization of partnerships (e.g., with local colleges and STEM organizations) that support sustained, high-quality college and career readiness outcomes.

Goal 4:
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

A. Metrics, Outcomes, and Data Analysis
Midyear data show mixed but improving results for Goal 4. Engagement structures are strong: by January 23, MSA-5 had already held four PAC meetings, two ELAC meetings, and 23 parent-engagement activities/events, exceeding the annual target for family events and on pace to meet or exceed meeting targets. Home visits have reached 21.5% of students so far, already above the 15% multi-year target. Average Daily Attendance for P-1 (months 1–5) is 94.15%, above the 92% goal, and chronic absenteeism has decreased to 19.2%, moving the school toward the Dashboard target of ≤20%.

However, the 2025 Dashboard chronic absenteeism rate of 26.1% remained higher than the state average (17.1%) and showed Orange performance levels for All Students, EL, Hispanic, and SED subgroups. Suspension rates are low overall (1.3% on the Dashboard; 1.0% year-to-date), but Hispanic, SED, and SWD subgroups remained at an Orange performance level, indicating disproportionality in discipline. Midyear data also show a preliminary middle school dropout rate of 18.5% and a high school dropout rate of 4.3%, along with an 82.1% graduation rate for the current cohort—lower than the prior year's 96.2%—which requires careful monitoring and continued cleanup of withdrawal and transfer coding.

Root cause analysis: Chronic absenteeism appears concentrated among specific student groups (EL, Hispanic, SED) and is often linked to health, transportation, housing instability, and family work schedules. Disciplinary disproportionality reflects the need for deeper implementation of PBIS and restorative practices and more staff training on culturally responsive classroom management. Dropout and graduation concerns are driven by a small number of students with high mobility, credit deficits, or significant social-emotional needs.

B. Planned Actions & Adjustments (Midyear → Spring)
To directly address the areas of concern highlighted in the LACOE letter—particularly chronic absenteeism and subgroup discipline outcomes—MSA-5 will:

Implement a more robust attendance MTSS: weekly attendance review meetings, early warning lists, tiered outreach (calls, texts, home visits), and SART/SARB referrals when needed, with specific focus on EL, Hispanic, and SED students. When appropriate, staff will consult LACOE's Child Welfare and Attendance unit for additional strategies and resources.

Strengthen PBIS and restorative practices by providing additional staff training, disaggregating suspension data monthly by subgroup, and monitoring implementation of alternatives to suspension (restorative conversations, reflection rooms, and check-in/check-out systems).

Conduct targeted credit-recovery, schedule adjustments, and individualized graduation plans for students who are off track, with proactive outreach to families when students show early signs of disengagement or potential dropout.

Continue expanding SEL supports (counseling, small-group sessions, and CORE SEL survey use) to address the underlying social-emotional and mental health needs that contribute to absenteeism and behavior incidents.

These steps are intended to bring chronic absenteeism and discipline indicators to or below state levels, ensure equitable outcomes for key student groups, and support stronger graduation and retention rates—core components of the renewal "whole-child" picture LACOE expects.

C. Engagement of Educational Partners
Family and community engagement is central to the Goal 4 plan. PAC, ELAC, Coffee with the Principal, and other events are used to share attendance, discipline, and graduation data and to gather input on barriers and solutions. Families of ELs, SED students, and students with disabilities are specifically invited to provide feedback on supports, and interpretation is offered to ensure accessibility. School experience surveys (students, families, and staff) will be administered in spring 2026, and results will be analyzed with the Governing Board and site teams to refine MTSS-PBIS, SEL, and family-engagement strategies in preparation for renewal.

Section D(2) - Measurable Pupil Outcomes Table

Measurable Pupil Outcomes
MAGNOLIA SCIENCE ACADEMY 5
2025 to 2030 Charter Term

Goal 1:

All students will pursue academic excellence and be college/career ready.

Measurable Outcomes	School Reported Performance				Outcome Met?
	Group(s)	Year	Goal	Annual Report	
1. Charter School's teachers will be appropriately assigned and fully credentialed as required by law and the charter.	All Students	2018-19	100%	100.0%	Yes
		2019-20	100%	100.0%	Yes
		2020-21	100%	77.8%	No
		2021-22	100%	62.7%	No

		2022-23	100%	59.3%	No
		2023-24	100%	61.8%	No
		2024-25	100%	N/A	N/A
		2025-26	100%	N/A	N/A
2. Students will have sufficient access to standards-aligned instructional materials.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	100%	100.0%	Yes
		2019-20	100%	100.0%	Yes
		2020-21	100%	100.0%	Yes
		2021-22	100%	100.0%	Yes
		2022-23	100%	100.0%	Yes
		2023-24	100%	100.0%	Yes
		2024-25	100%	100.0%	Yes
		2025-26	100%	100% (as of 1/23/26)	Yes
3. Items on facility inspection checklists will be in compliance/good standing.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	90%	100.0%	Yes
		2019-20	90%	100.0%	Yes
		2020-21	90%	100.0%	Yes
		2021-22	90%	100.0%	Yes
		2022-23	90%	100.0%	Yes
		2023-24	90%	100.0%	Yes
		2024-25	90%	100.0%	Yes
		2025-26	90%	100.0%	Yes
4. Charter School will provide implementation of CCSS for all students.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	100%	100.0%	Yes
		2019-20	100%	100.0%	Yes
		2020-21	100%	100.0%	Yes
		2021-22	100%	100.0%	Yes
		2022-23	100%	100.0%	Yes
		2023-24	100%	100.0%	Yes
		2024-25	100%	100.0%	Yes
		2025-26	100%	100.0%	Yes
5. Students will meet or exceed standards on CAASPP-ELA/Literacy assessments.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	38.1 points below Level 3	11.5 points below Level 3	Yes
		2019-20	Increase by 5 points compared to prior year	N/A	N/A
		2020-21	Increase by 5 points compared to prior year	N/A	N/A
		2021-22	Increase by 5 points compared to prior year	2.8 points below Level 3	Yes

		2022-23	Increase by 5 points compared to prior year	0.5 points above Level 3	No
		2023-24	Increase by 5 points compared to prior year	27.9 points below Level 3	No
		2024-25	Increase by 5 points compared to prior year	9.7 points above Level 3	Yes
		2025-26	Increase by 5 points compared to prior year	N/A	N/A
	English Learners (EL)	2018-19	63.5 points below Level 3	43.3 points below Level 3	Yes
		2019-20	Increase by 5 points compared to prior year	N/A	N/A
		2020-21	Increase by 5 points compared to prior year	N/A	N/A
		2021-22	Increase by 5 points compared to prior year	50.4 points below Level 3	No
		2022-23	Increase by 5 points compared to prior year	54.2 points below Level 3	No
		2023-24	Increase by 5 points compared to prior year	66.0 points below Level 3	No
		2024-25	Increase by 5 points compared to prior year	12.6 points below Level 3	Yes
		2025-26	Increase by 5 points compared to prior year	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2018-19	38.7 points below Level 3	13.1 points below Level 3	Yes
		2019-20	Increase by 5 points compared to prior year	N/A	N/A
		2020-21	Increase by 5 points compared to prior year	N/A	N/A
		2021-22	Increase by 5 points compared to prior year	9.2 points below Level 3	No
		2022-23	Increase by 5 points compared to prior year	3.4 points below Level 3	Yes
		2023-24	Increase by 5 points compared to prior year	28.3 points below Level 3	No
		2024-25	Increase by 5 points compared to prior year	7.5 points above Level 3	Yes

		2025-26	Increase by 5 points compared to prior year	N/A	N/A
	Foster Youth (FY)	2018-19	*	N/A	N/A
		2019-20	*	N/A	N/A
		2020-21	*	N/A	N/A
		2021-22	*	N/A	N/A
		2022-23	*	N/A	N/A
		2023-24	*	N/A	N/A
		2024-25	*	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2018-19	114.8 points below Level 3	72.7 points below Level 3	Yes
		2019-20	Increase by 5 points compared to prior year	N/A	N/A
		2020-21	Increase by 5 points compared to prior year	N/A	N/A
		2021-22	Increase by 5 points compared to prior year	33.5 points below Level 3	Yes
		2022-23	Increase by 5 points compared to prior year	35.9 points below Level 3	No
		2023-24	Increase by 5 points compared to prior year	46.8 points below Level 3	No
		2024-25	Increase by 5 points compared to prior year	33.1 points below Level 3	Yes
		2025-26	Increase by 5 points compared to prior year	N/A	N/A
	Asian (AS)	2018-19	*	Less than 11 students	N/A
		2019-20	*	N/A	N/A
		2020-21	*	N/A	N/A
		2021-22	*	Less than 11 students	N/A
		2022-23	*	Less than 11 students	N/A
		2023-24	*	Less than 11 students	N/A
		2024-25	*	Less than 11 students	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2018-19	45.1 points below Level 3	13.1 points below Level 3	Yes

		2019-20	Increase by 5 points compared to prior year	N/A	N/A
		2020-21	Increase by 5 points compared to prior year	N/A	N/A
		2021-22	Increase by 5 points compared to prior year	8.2 points below Level 3	No
		2022-23	Increase by 5 points compared to prior year	2.7 points below Level 3	Yes
		2023-24	Increase by 5 points compared to prior year	31.2 points below Level 3	No
		2024-25	Increase by 5 points compared to prior year	9.9 points above Level 3	Yes
		2025-26	N/A	N/A	N/A
	White (WH)	2018-19	*	Less than 11 students	N/A
		2019-20	*	N/A	N/A
		2020-21	*	N/A	N/A
		2021-22	*	Less than 11 students	N/A
		2022-23	*	Less than 11 students	N/A
		2023-24	*	Less than 11 students	N/A
		2024-25	*	Less than 11 students	N/A
		2025-26	N/A	N/A	N/A
6. All student subgroups will meet or exceed proficiency targets in math on the CAASPP assessment system.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	89.3 points below Level 3	17.9 points below Level 3	Yes
		2019-20	Increase by 5 points compared to prior year	N/A	N/A
		2020-21	Increase by 5 points compared to prior year	N/A	N/A
		2021-22	Increase by 5 points compared to prior year	67.0 points below Level 3	No
		2022-23	Increase by 5 points compared to prior year	49.4 points below Level 3	Yes
		2023-24	Increase by 5 points compared to prior year	79.6 points below Level 3	No
		2024-25	Increase by 5 points compared to prior year	8.6 points below Level 3	Yes

		2025-26	N/A	N/A	N/A
	English Learners (EL)	2018-19	108 points below Level 3	43.5 points below Level 3	Yes
		2019-20	Increase by 5 points compared to prior year	N/A	N/A
		2020-21	Increase by 5 points compared to prior year	N/A	N/A
		2021-22	Increase by 5 points compared to prior year	100.6 points below Level 3	No
		2022-23	Increase by 5 points compared to prior year	52.1 points below Level 3	Yes
		2023-24	Increase by 5 points compared to prior year	92.4 points below Level 3	No
		2024-25	Increase by 5 points compared to prior year	14.6 points below Level 3	Yes
		2025-26	N/A	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2018-19	90.7 points below Level 3	18.6 points below Level 3	Yes
		2019-20	Increase by 5 points compared to prior year	N/A	N/A
		2020-21	Increase by 5 points compared to prior year	N/A	N/A
		2021-22	Increase by 5 points compared to prior year	75.1 points below Level 3	No
		2022-23	Increase by 5 points compared to prior year	49.4 points below Level 3	Yes
		2023-24	Increase by 5 points compared to prior year	81.6 points below Level 3	No
		2024-25	Increase by 5 points compared to prior year	19.3 points below Level 3	Yes
		2025-26	N/A	N/A	N/A
	Foster Youth (FY)	2018-19	*	N/A	N/A
		2019-20	*	N/A	N/A
		2020-21	*	N/A	N/A
		2021-22	*	N/A	N/A
		2022-23	*	N/A	N/A
		2023-24	*	N/A	N/A
		2024-25	*	N/A	N/A
		2025-26	N/A	N/A	N/A

	Students with Disabilities (SWD)	2018-19	174.9 points below Level 3	58.0 points below Level 3	Yes
		2019-20	Increase by 5 points compared to prior year	N/A	N/A
		2020-21	Increase by 5 points compared to prior year	N/A	N/A
		2021-22	Increase by 5 points compared to prior year	92.1 points below Level 3	No
		2022-23	Increase by 5 points compared to prior year	69.8 points below Level 3	Yes
		2023-24	Increase by 5 points compared to prior year	97.7 points below Level 3	No
		2024-25	Increase by 5 points compared to prior year	43.2 points below Level 3	Yes
		2025-26	N/A	N/A	N/A
	Asian (AS)	2018-19	*	Less than 11 students	N/A
		2019-20	*	N/A	N/A
		2020-21	*	N/A	N/A
		2021-22	*	Less than 11 students	N/A
		2022-23	*	Less than 11 students	N/A
		2023-24	*	Less than 11 students	N/A
		2024-25	*	Less than 11 students	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2018-19	98.6 points below Level 3	21.6 points below Level 3	Yes
		2019-20	Increase by 5 points compared to prior year	N/A	N/A
		2020-21	Increase by 5 points compared to prior year	N/A	N/A
		2021-22	Increase by 5 points compared to prior year	74.0 points below Level 3	No
		2022-23	Increase by 5 points compared to prior year	53.3 points below Level 3	Yes
		2023-24	Increase by 5 points compared to prior year	82.6 points below Level 3	No
		2024-25	Increase by 5 points compared to prior year	12.6 points below Level 3	Yes

		2025-26	N/A	N/A	N/A
	White (WH)	2018-19	*	Less than 11 students	N/A
		2019-20	*	N/A	N/A
		2020-21	*	N/A	N/A
		2021-22	*	Less than 11 students	N/A
		2022-23	*	Less than 11 students	N/A
		2023-24	*	Less than 11 students	N/A
		2024-25	*	Less than 11 students	N/A
		2025-26	N/A	N/A	N/A
7. Students will meet or exceed their growth targets on the MAP Reading Assessment.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	68%	64.8%	No
		2019-20	69%	N/A	N/A
		2020-21	70%	60.4%	No
		2021-22	71%	85.0%	Yes
		2022-23	72%	54.4%	No
		2023-24	73%	85.5%	Yes
		2024-25	74%	71.4%	No
		2025-26	N/A	N/A	N/A
	English Learners (EL)	2018-19	33.0%	68.8%	Yes
		2019-20	34.0%	N/A	N/A
		2020-21	35.0%	59.0%	Yes
		2021-22	36.0%	88.4%	Yes
		2022-23	37.0%	63.6%	Yes
		2023-24	38.0%	86.0%	Yes
		2024-25	39.0%	78.4%	Yes
		2025-26	N/A	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2018-19	41.0%	68.2%	Yes
		2019-20	42.0%	N/A	N/A
		2020-21	43.0%	59.4%	Yes
		2021-22	44.0%	83.0%	Yes
		2022-23	45.0%	52.5%	Yes
		2023-24	46.0%	79.3%	Yes
		2024-25	47.0%	72.7%	Yes
		2025-26	N/A	N/A	N/A
	Foster Youth (FY)	2018-19	*	N/A	N/A
		2019-20	*	N/A	N/A
		2020-21	*	N/A	N/A
		2021-22	*	N/A	N/A

		2022-23	*	N/A	N/A
		2023-24	*	N/A	N/A
		2024-25	*	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2018-19	22.0%	55.2%	Yes
		2019-20	23.0%	N/A	N/A
		2020-21	24.0%	56.3%	Yes
		2021-22	25.0%	86.7%	Yes
		2022-23	26.0%	61.5%	Yes
		2023-24	27.0%	93.1%	Yes
		2024-25	28.0%	69.7%	Yes
		2025-26	N/A	N/A	N/A
	Asian (AS)	2018-19	*	N/A	N/A
		2019-20	*	N/A	N/A
		2020-21	*	N/A	N/A
		2021-22	*	N/A	N/A
		2022-23	*	N/A	N/A
		2023-24	*	N/A	N/A
		2024-25	*	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2018-19	69.0%	64.6%	No
		2019-20	70.0%	N/A	N/A
		2020-21	71.0%	62.7%	No
		2021-22	72.0%	86.9%	Yes
		2022-23	73.0%	53.1%	No
		2023-24	74.0%	85.3%	Yes
		2024-25	75.0%	72.4%	No
		2025-26	N/A	N/A	N/A
	White (WH)	2018-19	*	N/A	N/A
		2019-20	*	N/A	N/A
		2020-21	*	N/A	N/A
		2021-22	*	N/A	N/A
		2022-23	*	N/A	N/A
		2023-24	*	N/A	N/A
		2024-25	*	N/A	N/A
		2025-26	N/A	N/A	N/A
	Group(s)	Year	Goal	Annual Report	Outcome Met?
8. Students will meet or exceed their growth targets on the MAP Mathematics Assessment.	All Students	2018-19	65%	73.7%	Yes
		2019-20	66%	N/A	N/A
		2020-21	67%	59.3%	No
		2021-22	68%	81.5%	Yes

		2022-23	69%	68.5%	No
		2023-24	70%	86.6%	Yes
		2024-25	71%	73.9%	Yes
		2025-26	N/A	N/A	N/A
	English Learners (EL)	2018-19	28.0%	72.8%	Yes
		2019-20	29.0%	N/A	N/A
		2020-21	30.0%	59.1%	Yes
		2021-22	31.0%	86.2%	Yes
		2022-23	32.0%	70.0%	Yes
		2023-24	33.0%	86.2%	Yes
		2024-25	34.0%	84.2%	Yes
		2025-26	N/A	N/A	N/A
	Socioeconomically Disadvantaged (SED)	2018-19	63.0%	74.0%	Yes
		2019-20	64.0%	N/A	N/A
		2020-21	65.0%	59.0%	No
		2021-22	66.0%	79.9%	Yes
		2022-23	67.0%	67.3%	Yes
		2023-24	68.0%	87.4%	Yes
		2024-25	69.0%	76.9%	Yes
		2025-26	N/A	N/A	N/A
	Foster Youth (FY)	2018-19	*	N/A	N/A
		2019-20	*	N/A	N/A
		2020-21	*	N/A	N/A
		2021-22	*	N/A	N/A
		2022-23	*	N/A	N/A
		2023-24	*	N/A	N/A
		2024-25	*	N/A	N/A
		2025-26	N/A	N/A	N/A
	Students with Disabilities (SWD)	2018-19	30.0%	75.0%	Yes
		2019-20	31.0%	N/A	N/A
		2020-21	32.0%	65.6%	Yes
		2021-22	33.0%	87.1%	Yes
		2022-23	34.0%	79.2%	Yes
		2023-24	35.0%	82.8%	Yes
		2024-25	36.0%	59.4%	Yes
		2025-26	N/A	N/A	N/A
	Asian (AS)	2018-19	*	N/A	N/A
		2019-20	*	N/A	N/A
		2020-21	*	N/A	N/A
		2021-22	*	N/A	N/A
		2022-23	*	N/A	N/A

		2023-24	*	N/A	N/A
		2024-25	*	N/A	N/A
		2025-26	N/A	N/A	N/A
	Hispanic (HI)	2018-19	63.0%	73.9%	Yes
		2019-20	64.0%	N/A	N/A
		2020-21	65.0%	59.2%	No
		2021-22	66.0%	79.8%	Yes
		2022-23	67.0%	68.9%	Yes
		2023-24	68.0%	85.3%	Yes
		2024-25	69.0%	72.9%	Yes
		2025-26	N/A	N/A	N/A
	White (WH)	2018-19	*	N/A	N/A
		2019-20	*	N/A	N/A
		2020-21	*	N/A	N/A
		2021-22	*	N/A	N/A
		2022-23	*	N/A	N/A
		2023-24	*	N/A	N/A
		2024-25	*	N/A	N/A
		2025-26	N/A	N/A	N/A
9. EL students will make annual progress in learning English as measured by the ELPAC.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	71%	56.3%	No
		2019-20	72%	N/A	N/A
		2020-21	73%	N/A	N/A
		2021-22	74%	67.2%	No
		2022-23	75%	63.2%	No
		2023-24	76%	53.0%	No
		2024-25	77%	79.6%	Yes
		2025-26	N/A	N/A	N/A
10. EL students will be reclassified annually.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	English Learners (EL)	2018-19	MSA-5's reclassification rates will meet or exceed District averages for the same grade levels	15.6% / LAUSD: 22.8%	No
		2019-20	MSA-5's reclassification rates will meet or exceed District averages for the same grade levels	13.6% / LAUSD: 15.8%	No
		2020-21	MSA-5's reclassification rates will meet or exceed District averages for the same grade levels	2.7% / LAUSD: 5.4%	No

		2021-22	MSA-5's reclassification rates will meet or exceed District averages for the same grade levels	19.5% - Internal	N/A
		2022-23	MSA-5's reclassification rates will meet or exceed District averages for the same grade levels	21.5% - Internal	N/A
		2023-24	MSA-5's reclassification rates will meet or exceed District averages for the same grade levels	20% - Internal	N/A
		2024-25	MSA-5's reclassification rates will meet or exceed District averages for the same grade levels	25.8% - Internal	N/A
		2025-26	N/A	N/A	N/A
11. Graduating seniors will have passed an AP exam with a score of 3 or higher.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	*	N/A	N/A
		2019-20	*	N/A	N/A
		2020-21	25%	52.0%	Yes
		2021-22	25%	44.4%	Yes
		2022-23	25%	11.1%	No
		2023-24	25%	36.0%	Yes
		2024-25	25%	33.3%	Yes
		2025-26	N/A	N/A	N/A
12. Students in grades 9-11 will participate in the PSAT test.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	100%	100.0%	Yes
		2019-20	100%	100.0%	Yes
		2020-21	100%	N/A	N/A
		2021-22	100%	N/A	N/A
		2022-23	100%	N/A	N/A
		2023-24	N/A	N/A	N/A
		2024-25	N/A	N/A	N/A
		2025-26	N/A	N/A	N/A
13. Students who participate in the PSAT test will meet or exceed college readiness benchmarks for their grade level.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	20%	ELA: 63.63% Math: 38.67%	Yes
		2019-20	20%	N/A	N/A
		2020-21	20%	ELA: 30.77% Math: 7.69%	No

		2021-22	20%	ELA: 61.11% Math: 19.44%	No
		2022-23	20%	ELA: 73.08% Math: 62.96%	Yes
		2023-24	20%	ELA: 59.09% Math: 18.18%	No
		2024-25	20%	ELA: 62.50% Math: 20.83%	Yes
		2025-26	N/A	N/A	N/A
14. Students will receive a grade of “C” or better (or perform “proficient” on the related state standardized tests) in core subjects and electives.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	≥80%	N/A	N/A
		2019-20	≥80%	N/A	N/A
		2020-21	≥80%	73.0%	No
		2021-22	≥80%	90.0%	Yes
		2022-23	≥80%	70.0%	No
		2023-24	≥80%	62.0%	No
		2024-25	≥80%	71.0%	No
		2025-26	≥80%	73% (first semester)	No

Goal 2:					
All students will become independent, innovative scholars.					
Measurable Outcomes	School Reported Performance				Outcome Met?
	Group(s)	Year	Goal	Annual Report	
1. Charter School will provide the programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest.	All Students	2018-19	100%	100%	Yes
		2019-20	100%	100%	Yes
		2020-21	100%	100%	Yes
		2021-22	100%	100%	Yes
		2022-23	100%	100%	Yes
		2023-24	100%	100%	Yes
		2024-25	100%	100%	Yes
		2025-26	100%	100%	Yes
2. Students will have sufficient access to all academic and educational programs provided by the Charter School	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	100%	100%	Yes
		2019-20	100%	100%	Yes
		2020-21	100%	100%	Yes
		2021-22	100%	100%	Yes
		2022-23	100%	100%	Yes
		2023-24	100%	100%	Yes
		2024-25	100%	100%	Yes
		2025-26	100%	100%	Yes
3. Our graduates will have taken a Computer/Technology class and/or	Group(s)	Year	Goal	Annual Report	Outcome Met?

experienced blended learning in their program of study.	All Students	2018-19	100%	100%	Yes
		2019-20	100%	100%	Yes
		2020-21	100%	100%	Yes
		2021-22	100%	100%	Yes
		2022-23	100%	100%	Yes
		2023-24	100%	100%	Yes
		2024-25	100%	100%	Yes
		2025-26	100%	100% (start of 2nd sem.)	Yes
4. Students enrolled in the Charter School will create or demonstrate a STEAM focused project, experiment, model or demo.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	80%	100%	Yes
		2019-20	85%	100%	Yes
		2020-21	90%	86%	Yes
		2021-22	95%	100%	Yes
		2022-23	100%	100%	Yes
		2023-24	100%	97%	Yes
		2024-25	100%	100%	Yes
		2025-26	100%	100% (start of 2nd sem.)	Yes

Goal 3:					
All students, families, staff, and other stakeholders will feel a sense of community and connectedness.					
Measurable Outcomes	School Reported Performance				Outcome Met?
1. Charter School will hold quarterly SSC meetings.	Group(s)	Year	Goal	Annual Report	
	All Students	2018-19	4	N/A	N/A
		2019-20	4	N/A	N/A
		2020-21	4	3	No
		2021-22	4	2	No
		2022-23	4	7 - PAC	Yes
		2023-24	4	6 - PAC	Yes
		2024-25	4	7 - PAC	Yes
		2025-26	4	4 - PAC (as of 1/23/26)	Yes
2. Charter School will hold quarterly English Learner Advisory Committee (ELAC) meetings.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	English Learners (EL)	2018-19	4	N/A	N/A
		2019-20	4	N/A	N/A
		2020-21	4	3	No
		2021-22	4	2	No
		2022-23	4	3	No
		2023-24	4	3	No

		2024-25	4	4	Yes
		2025-26	4	2 (as of 1/23/26)	In Progress
3. Charter School will hold quarterly Parent Task Force (PTF) meetings.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	4	8	Yes
		2019-20	4	8	Yes
		2020-21	4	7	Yes
		2021-22	4	8	Yes
		2022-23	4	8	Yes
		2023-24	4	N/A	N/A
		2024-25	4	N/A	N/A
		2025-26	N/A	N/A	N/A
4. Charter School will hold activities/events for parental involvement.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	5	6	Yes
		2019-20	4	5	Yes
		2020-21	4	5	Yes
		2021-22	4	11	Yes
		2022-23	4	19	Yes
		2023-24	4	18	Yes
		2024-25	4	18	Yes
		2025-26	4	23 (as of 1/23/26)	Yes
5. Teachers will update SIS records daily/weekly.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	Daily/weekly	Daily	Yes
		2019-20	Daily/weekly	Daily	Yes
		2020-21	Daily/weekly	Daily	Yes
		2021-22	Daily/weekly	Daily	Yes
		2022-23	Daily/weekly	Daily	Yes
		2023-24	Daily/weekly	Daily	Yes
		2024-25	Daily/weekly	Daily	Yes
		2025-26	Daily/weekly	Daily	Yes
6. Charter School will send progress reports/report cards to parents.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	6	6	Yes
		2019-20	6	6	Yes
		2020-21	6	6	Yes
		2021-22	6	6	Yes
		2022-23	6	6	Yes
		2023-24	6	6	Yes
		2024-25	6	6	Yes
		2025-26	6	3 (end of 1st sem.)	In Progress

7. Charter School's students will be home-visited by the teachers.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	25%	54.3%	Yes
		2019-20	25%	42.7%	Yes
		2020-21	25%	11.4%	No
		2021-22	25%	34.2%	Yes
		2022-23	25%	43.3%	Yes
		2023-24	25%	29.2%	Yes
		2024-25	25%	47.0%	Yes
		2025-26	25%	21.5% (as of 1/23/26)	In Progress

8. Charter School will maintain a high ADA rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	95%	95.1%	Yes
		2019-20	95%	95.7%	Yes
		2020-21	95%	96.8%	Yes
		2021-22	95%	90.5%	No
		2022-23	95%	90.4%	No
		2023-24	95%	91.9%	No
		2024-25	95%	92.0%	No
		2025-26	95%	94.15% (P-1: Months 1-5)	In Progress

9. Charter School will maintain a low chronic absenteeism rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	12%	10.4%	No
		2019-20	10%	N/A	N/A
		2020-21	8%	7.2%	Yes
		2021-22	6%	35.2%	No
		2022-23	4%	35.3%	No
		2023-24	4%	29.9%	No
		2024-25	4%	29.8%	No
		2025-26	4%	19.2% (TK-12, as of 1/20/26)	In Progress

10. Charter School will maintain a low middle school dropout rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	0%	0.0%	Yes
		2019-20	0%	0.0%	Yes
		2020-21	0%	0.0%	Yes
		2021-22	0%	0.0%	Yes
		2022-23	0%	0.0%	Yes
		2023-24	0%	5.1%	No
		2024-25	0%	4.2%	No
		2025-26	0%	18.5% (as of 1/23/26)	In Progress

11. Charter School will maintain a low high school dropout rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	*	N/A	N/A

		2019-20	*	N/A	N/A
		2020-21	0%	0.0%	Yes
		2021-22	0%	0.0%	Yes
		2022-23	0%	7.9%	No
		2023-24	0%	4.0%	No
		2024-25	0%	0%	Yes
		2025-26	0%	4.3% (1st sem.)	In Progress
12. Charter School will maintain a high four-year cohort graduation rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	*	N/A	N/A
		2019-20	*	N/A	N/A
		2020-21	95%	100.0%	Yes
		2021-22	95%	96.4%	Yes
		2022-23	95%	92.1%	No
		2023-24	95%	96.2%	Yes
		2024-25	95%	96.2%	No
		2025-26	95%	82.1% (as of 1/23/26)	In Progress
13. Charter School will maintain a low student suspension rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	≤3%	1.2%	Yes
		2019-20	≤3%	0.3%	Yes
		2020-21	≤3%	0.0%	Yes
		2021-22	≤3%	0.4%	Yes
		2022-23	≤3%	2.3%	Yes
		2023-24	≤3%	1.3%	Yes
		2024-25	≤3%	2.4%	Yes
		2025-26	≤3%	1.0%	In Progress
14. Charter School will maintain a low student expulsion rate.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	All Students	2018-19	≤1%	0.4%	Yes
		2019-20	≤1%	0.0%	Yes
		2020-21	≤1%	0.0%	Yes
		2021-22	≤1%	0.0%	Yes
		2022-23	≤1%	0.0%	Yes
		2023-24	≤1%	0.0%	Yes
		2024-25	≤1%	0.0%	Yes
		2025-26	≤1%	0% (as of 1/20/26)	In Progress
15. Charter School will maintain high participation rates in the school experience survey.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	Students	2018-19	85%	99.6%	Yes
		2019-20	85%	100.0%	Yes
		2020-21	85%	98.3%	Yes
		2021-22	85%	98.7%	Yes
		2022-23	85%	100.0%	Yes

		2023-24	85%	99.0%	Yes
		2024-25	85%	99.5%	Yes
		2025-26	N/A	N/A	N/A
	Parents	2018-19	55%	100.0%	Yes
		2019-20	55%	87.3%	Yes
		2020-21	55%	96.8%	Yes
		2021-22	55%	70.8%	Yes
		2022-23	55%	87.6%	Yes
		2023-24	55%	88.4%	Yes
		2024-25	55%	74.6%	Yes
		2025-26	N/A	N/A	N/A
	Staff	2018-19	85%	100.0%	Yes
		2019-20	85%	100.0%	Yes
		2020-21	85%	100.0%	Yes
		2021-22	85%	100.0%	Yes
		2022-23	85%	100.0%	Yes
		2023-24	85%	96.3%	Yes
		2024-25	85%	93.8%	Yes
		2025-26	N/A	N/A	N/A
16. Charter School will maintain a high approval rating in the school experience surveys.	Group(s)	Year	Goal	Annual Report	Outcome Met?
	Students	2018-19	65%	72.0%	Yes
		2019-20	65%	67.0%	Yes
		2020-21	65%	76.0%	Yes
		2021-22	65%	70.0%	Yes
		2022-23	65%	68.0%	Yes
		2023-24	65%	67.0%	Yes
		2024-25	65%	65.0%	Yes
		2025-26	N/A	N/A	N/A
	Parents	2018-19	90%	96.0%	Yes
		2019-20	90%	96.0%	Yes
		2020-21	90%	97.0%	Yes
		2021-22	90%	96.0%	Yes
		2022-23	90%	96.0%	Yes
		2023-24	90%	96.0%	Yes
		2024-25	90%	96.0%	Yes
		2025-26	N/A	N/A	N/A
	Staff	2018-19	85%	93.0%	Yes
		2019-20	85%	91.0%	Yes
		2020-21	85%	93.0%	Yes
		2021-22	85%	92.0%	Yes
		2022-23	85%	93.0%	Yes

		2023-24	85%	80.0%	No
		2024-25	85%	61.0%	No
		2025-26	N/A	N/A	N/A

Coversheet

Approval of Revised 2025-26 Certification of Signatures Form and Resolution

Section: II. Consent Items
Item: B. Approval of Revised 2025-26 Certification of Signatures Form and Resolution
Purpose: Vote
Submitted by:
Related Material: II_B_Revised 2025–26 Certification of Signatures Form .pdf

Agenda Item:	II B: Consent Item
Date:	February 12, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Cafer Turan, Interim Chief Financial Officer
RE:	Revised 2025–26 Certification of Signatures Form and Resolution

Action Proposed:

Staff recommends and moves that the Board approve the revised 2025–26 Certification of Signatures Form for Charter School Funds Distribution Authorization, updating the authorized signatories for the remainder of the fiscal year. This revision will remain effective for the period July 1, 2025 through June 30, 2026, and will supersede the version previously approved in June 2025.

This updated certification removes the former Chief Financial Officer and adds Cafer Turan as the Interim Chief Financial Officer, along with the CEO/Superintendent, Deputy Superintendent, Chief Operations Officer, and MPS Governing Board Members.

Purpose:

The purpose of this form is to update the Los Angeles County Office of Education (LACOE) on the list of signers on behalf of MPS for the 2025-26 school year.

Background:

In accordance with Education Codes 35143, 42632, and 42633, the Certification of Signatures form is required to formalize the personnel authorized to sign orders for salary or commercial payments, notices of employment, and contracts. The current authorization remains effective through June 30, 2026, and this revision updates signatories mid-year

Analysis:

All projected federal funding has been included in the 2025–26 Adopted Budget in accordance with applicable California Education Code requirements. This revised Certification of Signatures Form

updates the authorized signatories to reflect current administrative leadership, including the addition of **Cafer Turan** as Interim Chief Financial Officer. This update represent changes from the prior year's approved certification.

Exhibits

- Certifications of Signatures Form
- Resolution

Magnolia Public Schools

DISTRICT

CERTIFICATION OF SIGNATURES

As clerk/secretary to the governing board of the above named district, I certify that the signatures shown below in Column 1 are the verified signatures of the members of the governing board. I certify that the signatures shown in Column 2 are the verified signatures of the person or persons authorized to sign notices of employment, contracts and orders drawn on the funds of the district. These certifications are made in accordance with the provisions of Education Code Sections:

K-12 Districts: 35143, 42632, and 42633

Community College Districts: 72000, 85232, and 85233

If persons authorized to sign orders as shown in Column 2 are unable to do so, the law requires the signatures of the majority of the governing board.

These approved signatures are valid for the period of: July 1, 2025 to June 30, 2026

In accordance with governing board approval dated February 12, , 20 26 .

Signature _____
Clerk (Secretary) of the Board

Typed Name _____
Clerk (Secretary) of the Board

NOTE: Please TYPE name under signature.

Column 1

Signatures of Members of the Governing Board

SIGNATURE	INITIALS
TYPED NAME: Mekan Muhammedov	
President of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Jennifer Lara	
Clerk/Secretary of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Sandra Covarrubias	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Umit Yapanel	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Diane Gonzalez	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Salih Dikbas	
Member of the Board of Trustees/Education	
SIGNATURE	INITIALS
TYPED NAME: Serdar Orazov	
Member of the Board of Trustees/Education	

If the Board has given special instructions for signing warrants or orders, please attach a copy of the resolution to this form.

Column 2

Signatures of Personnel and/or Members of Governing Board authorized to sign Orders for Salary or Commercial Payments, Notices of Employment, and Contracts:

SIGNATURE	INITIALS
TYPED NAME: Alfredo Rubalvaca	
TITLE: CEO & Superintendent	
SIGNATURE	INITIALS
TYPED NAME: Erdinc Acar	
TITLE: Deputy Superintendent	
SIGNATURE	INITIALS
TYPED NAME: Cafer Turan	
TITLE: Chief Financial Officer - Interim	
SIGNATURE	INITIALS
TYPED NAME: Suat Acar	
TITLE: Chief Operations Officer	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	
SIGNATURE	INITIALS
TYPED NAME	
TITLE	

Number of Signatures required:

ORDERS FOR SALARY PAYMENTS	ORDERS FOR COMMERCIAL PAYMENTS
NOTICES OF EMPLOYMENT	CONTRACTS

FORM NO. 503-804 Rev. 10-10-2013

CERTIFICATION OF SIGNATURES RESOLUTION

February 12,2026

Gabriel Leung
Assistant Director
Accounting and Financial Services
Division of School Financial Services Los Angeles County Office of Education

Per **LACOE Bulletin #6768**, attached is the **Revised Certification of Signatures Resolution**, approved by the Magnolia Public Schools Governing Board on **February 12, 2026**, and effective from **February 1, 2026, through June 30, 2026**.

The original Certification of Signatures Resolution was previously approved during the organizational meeting on **June 12, 2025**. The revised resolution reflects updates to the authorized signatory list, including the Interim Chief Financial Officer.

If you have any questions, please feel free to contact me using the information below.

Sincerely,

Cafer Turan

Cafer Turan
Interim Chief Financial
Officer
cturan@magnoliapublicschools.otrg
(213) 628-4634
.

Coversheet

Enrollment Update

Section: IV. Information/Discussion Items
Item: A. Enrollment Update
Purpose: Discuss
Submitted by:
Related Material: IV_A_Enrollment Update.pdf

Agenda Item:	IV A: Information/Discussion Item
Date:	February 12, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Dr. Brenda Olivares, Chief Impact Officer
RE:	Enrollment Update Post Winter Break

Action Proposed:

N/A

Purpose:

The purpose of this report is to update the MPS Board and community regarding our enrollment progress following the Winter Break.

Background:

Post-winter break is a milestone in the enrollment annual cycle (August 2025- August 2026). As mentioned in the previous regular board meeting, we continue to monitor network and site-level enrollment recruitment efforts, which we will update monthly with the board. As we continue recruitment efforts for the upcoming school year, we must also keep a pulse on student attrition data (students who leave our schools during the year). There were three key ranges in dates we analyzed to understand the Winter Melt impact on enrollment. First day of school to two weeks post winter break, Census day to two weeks post winter break, and the Friday before winter to two weeks post winter break. This analysis informs our student persistence rate and the impact it has on the triangulated enrollment targets.

Analysis:

As a reminder, our network's enrollment targets are the following

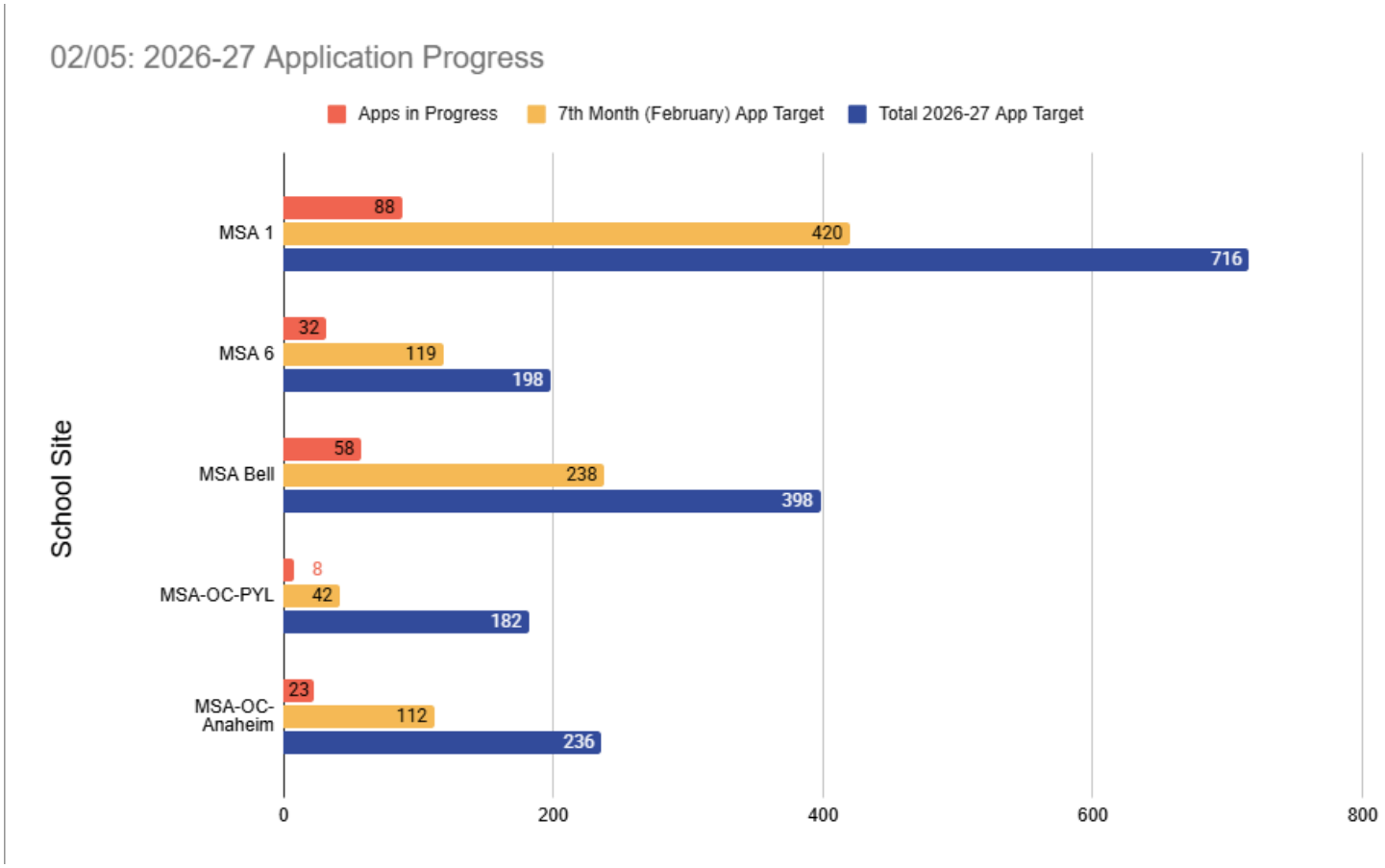
Enrollment Target (Budget Driver)	FDOS Target	Registration Target	Anticipated Returners	New Students Needed	Application Target (3/2:1)
3953	**4431**	**5092**	**2764**	**2328**	**4438**

We are currently 23% towards our annual goal. We have 980 applications in the enrollment pipeline as of February 5, 2026, of which 484 have converted into completed registrations. The conversion rate as a network from applications to enrollment currently stands at 49.39% pending completed applications have touch points with our Enrollment support leaders (FSCs).

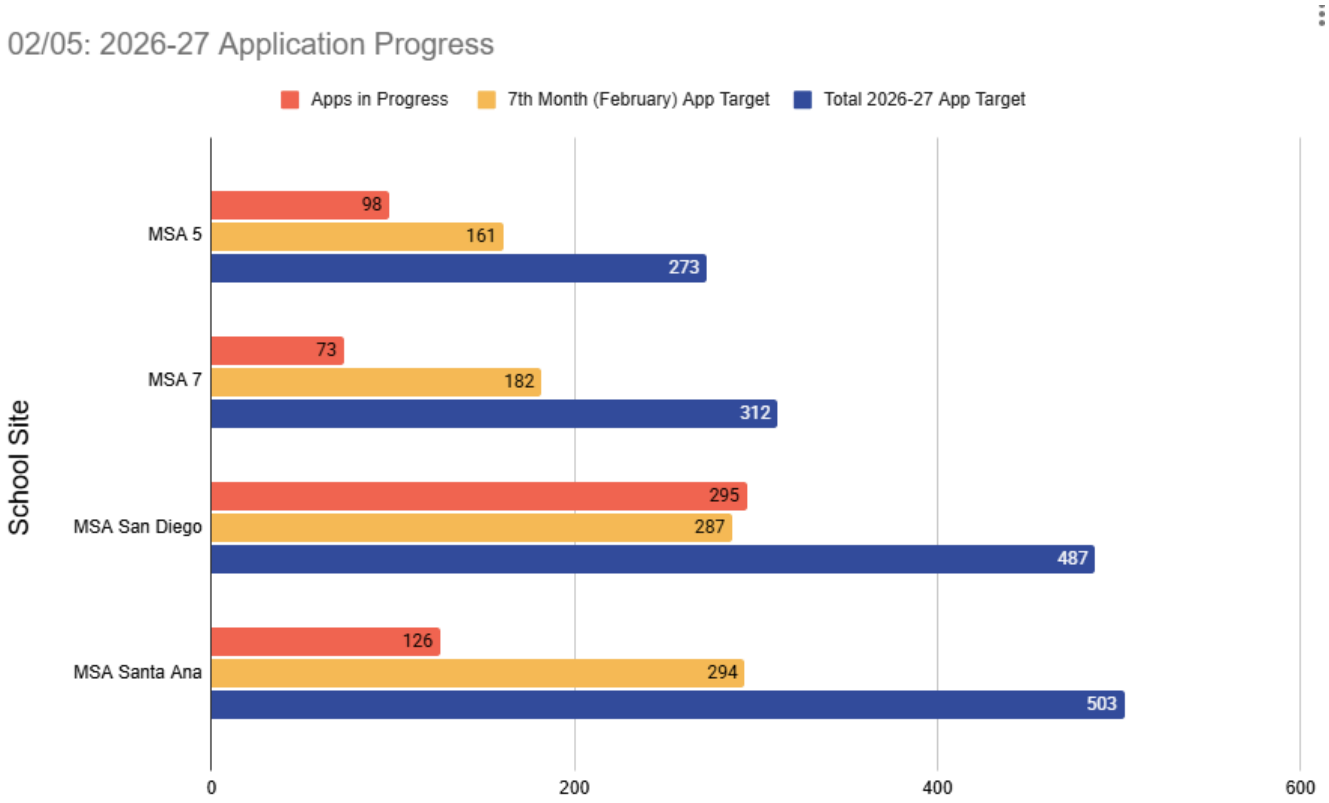
The following chart illustrates the schools with the highest conversion rates, as well as the highest application count in the enrollment pipeline. Additionally, the schools that are working toward their enrollment targets but are significantly off track to meet their enrollment targets are MSA 6, MSA Bell, MSA OC PYL, and Anaheim. MSA 1 has made improvements to field recruitment and outreach efforts, showing promise, but continues to be off track with monthly goals.

Intervention plans are in place to address gap to goal for schools not on track.

Schools listed below are not on track to meet enrollment goals, and are currently 20% or below of meeting their monthly application target for the enrollment cycle.



Schools on this chart are at 40% and above their monthly application goal in the enrollment cycle, they are also at 23% and above for annual application goal.



Our current Status of Enrollment (SOE)
Seven of our 12 schools are above the previous years enrollment applications submitted at this same time with MSA 5, MSA Santa Ana and MSA San Diego almost tripling submitted applications from the previous enrollment cycle.

Six schools are at or above census day counts with a total enrollment difference of 12 students from 3811 to 3799. Demonstrating the continued efforts to welcome students in the current school year and successfully onboard.

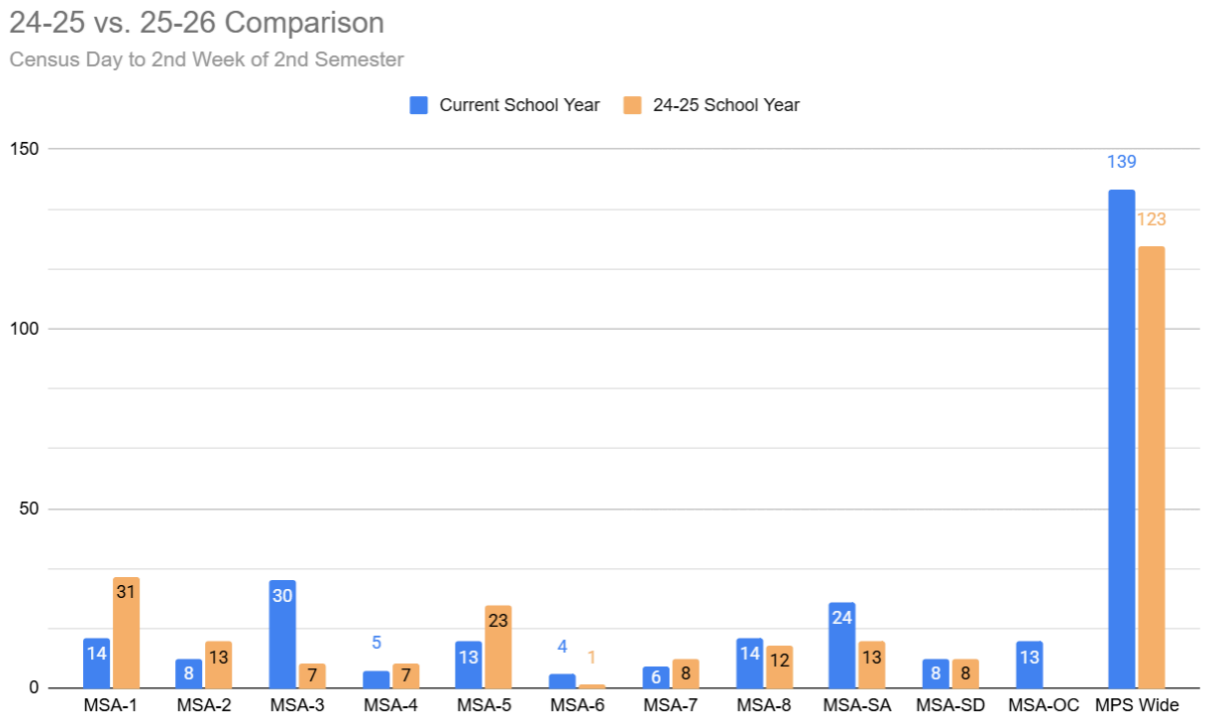
School Site	2026-27 Application Target We need this many New Student Apps in the pipeline to reach REG target	Applications In Progress on SchoolMint (Submitted+ Offered+Accepted+in-progress, RC + Does not include Cancelled) 2/5/2026	End of Previous week App Count 01/30/26	Registrations Complete on Schoolmint 2026-27 2/5/2026	End of Previous week RCs 01/30/26	By now we should be here with App count Count Target By Month Year to Date	Month Count 7 Monthly Goal Met	Annual Goal Met Year to Date
MSA 1	716	88	87	37	31	420	20.95%	12.29%
MSA 2	530	78	71	34	32	315	24.76%	14.72%
MSA 3	369	60	59	14	14	217	27.65%	16.26%
MSA 4	234	41	40	9	9	140	29.29%	17.52%
MSA 5	273	98	84	23	21	161	60.87%	35.90%
MSA 6	198	32	30	14	13	119	26.89%	16.16%
MSA 7	312	73	70	48	47	182	40.11%	23.40%
MSA Bell	398	58	52	28	26	238	24.37%	14.57%
MSA San Diego	487	295	290	193	185	287	102.79%	60.57%
MSA Santa Ana	503	126	112	67	62	294	42.86%	25.05%
MSA-OC-PYL	69	8	8	4	4	42	19.05%	11.59%
MSA-OC-Anaheim	192	23	20	12	12	112	20.54%	11.98%
Totals	**4281**	**980**	**923**	**483**	**456**	**2527**	**38.78%**	**22.89%**

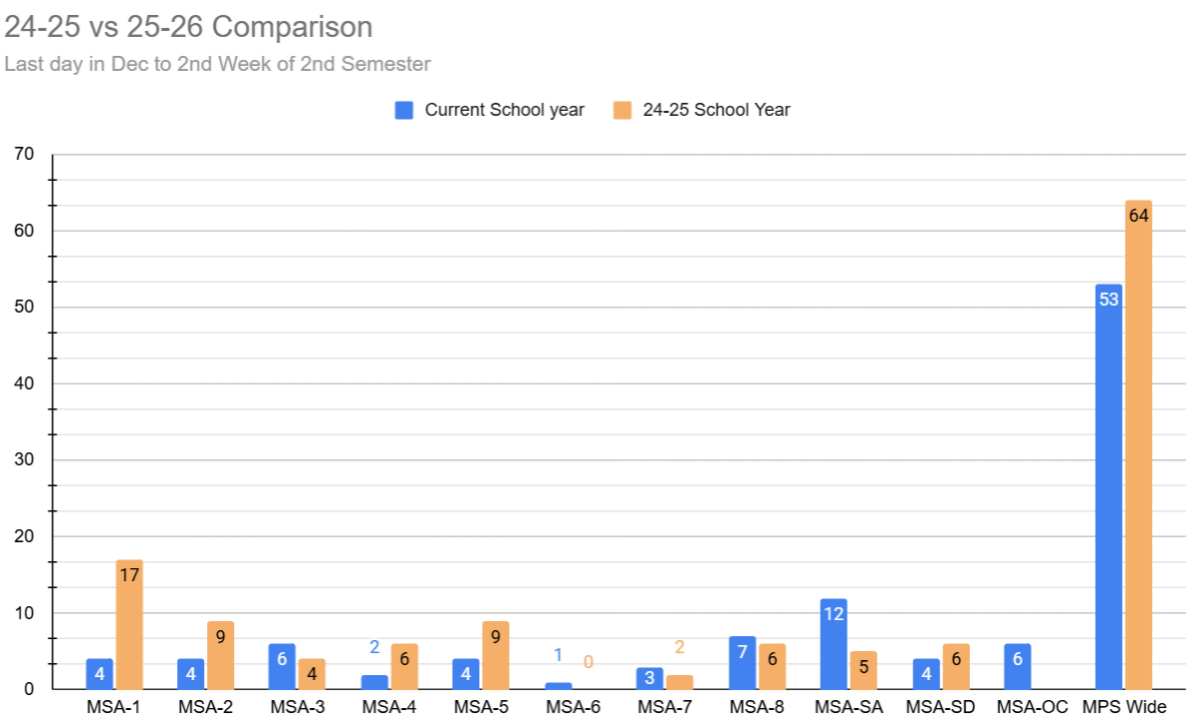
Below, you can see the analysis of Winter Melt across the network compared to the previous school year

As we continue to monitor the impact of Winter Melt, we are also mindful of backfilling efforts. MSA Santa Ana enrolled 11 students in just one week and is now at the Census Day count after being significantly impacted by student attrition due to the current immigration enforcement policies in the city of Santa Ana by the current U.S. Administration . MSA 1 is also showing increased numbers from census day, from 677 to 689.

When analyzing enrollment impact from Winter Melt MSA 1, as well as other schools, showed a decrease in student attrition compared to the previous 2024-25 school year from Census day to the two weeks following the return from winter break. As a network, we lost fewer students in the period starting winter break to the two weeks following the return from winter break, and we positively improved student persistence during this time period by 17.19%

Monitoring winter melt's impact informs strategy and also will inform if application targets must be adjusted based on the expected student returners.





Impact:

We will host a Student Recruitment and Enrollment study session retreat with school leaders and home office department leaders this month to dive deeper into the systematic pain points that persist impacting attrition rates across the network.

The outcomes of this retreat will also focus on working collaboratively to align in a shared definition of enrollment excellence, identify where enrollment infrastructures have improved and still need improvement, and identify system-level enrollment solutions for this school year ahead of summer break to increase student persistence.

Budget Implications:

Meeting enrollment targets is critical to budget projections, and we will continue to monitor to act on when and how to intervene and pivot strategy as needed.

Coversheet

Average Daily Attendance (ADA) Update

Section: IV. Information/Discussion Items
Item: B. Average Daily Attendance (ADA) Update
Purpose: Discuss
Submitted by:
Related Material: IV_B_ADA Update.pdf

Agenda Item:	IV B: Information/Discussion Item
Date:	February 12, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Gokhan Serce, Chief Academic Officer Meagan Wittek, Director of Student Services
RE:	MPS Monthly Average Daily Attendance (ADA) Update

Action Proposed:

Non-Applicable. This item is for information only.

Purpose:

The purpose of this report is to provide the Board of Directors with the first of the monthly organizational Average Daily Attendance (ADA) updates, establishing a baseline view of attendance performance across Magnolia Public Schools. This baseline will serve as the foundation for future monthly ADA monitoring, trend analysis, and strategic decision-making.

Background:

Beginning in September, Magnolia Public Schools has implemented consistent, weekly monitoring of Average Daily Attendance at the school and organizational levels. School leaders have reviewed ADA data on a regular basis, submitted weekly reflections, and taken targeted actions to address emerging attendance concerns in real time. This ongoing monitoring structure has enabled early identification of attendance trends, timely interventions for chronically absent students, and alignment of site-level practices to MPS-wide attendance expectations. The monthly ADA update provided to the Board builds upon this established weekly monitoring process by synthesizing data and reflections into an organizational-level view.

Analysis:

The table below presents the MPS ADA Score Board, reflecting school-level and organizational ADA performance as of January 30. This data establishes the quantitative baseline for Magnolia Public Schools and highlights each site's cumulative ADA, target ADA, and distance from target, alongside recent weekly attendance trends.

MPS ADA Score Board

School Name	2024-25 P-1	2024-25 P-2	2024-25 Annual ADA	Target ADA	Cumulative ADA as of Jan 30	Distance from Target ADA	Jan 13-16	Jan 20-23	Jan 26-30
MSA-1	93.06%	92.39%	92.07%	94.06%	93.64%	▼ -0.42%	96.57%	94.87%	92.47%
MSA-2	93.94%	93.26%	93.33%	94.26%	94.34%	▲ 0.08%	94.65%	96.81%	93.78%
MSA-3	93.12%	91.83%	91.93%	93.48%	92.88%	▼ -0.60%	95.03%	90.86%	94.82%
MSA-4	93.04%	91.41%	91.19%	93%	91.55%	▼ -1.45%	93.70%	90.16%	86.40%
MSA-5	92.39%	92.01%	92.09%	93.01%	93.69%	▲ 0.68%	96.10%	93.97%	89.98%
MSA-6	95.81%	94.67%	94.61%	96%	95.14%	▼ -0.86%	94.98%	93.87%	92.15%
MSA-7	93.94%	93.05%	92.70%	95%	93.59%	▼ -1.41%	93.86%	90.73%	86.28%
MSA-8	93.85%	92.48%	91.99%	94%	94.21%	▲ 0.21%	96.23%	93.22%	91.50%
MSA-SA	95.30%	94.74%	94.61%	95%	94.70%	▼ -0.30%	95.11%	94.65%	94.08%
MSA-SD	95.30%	94.58%	94.46%	95.50%	95.82%	▲ 0.32%	95.09%	95.35%	94.68%
MSA-OC	-	-	-	94.15%	93.92%	▼ -0.23%	94.33%	95.33%	93.50%
MPS	93.95%	93.12%	93.09%	94.15%	94.16%	▲ 0.01%	95.32%	94.01%	92.48%

Overall, organizational ADA (94.16%) is effectively at target (94.15%), indicating systemwide stability at the midpoint of the school year. However, the data shows meaningful variation across school sites, with several schools exceeding target ADA and others remaining between 0.3% and 1.5% below target. Recent weekly data (January 13–30) also indicates short-term fluctuations, reinforcing the need for sustained, proactive attendance strategies rather than isolated interventions.

In response to attendance data, with guidance from Academic Department, school leaders have initiated the following actions aligned to Magnolia Public Schools' Attendance Improvement & Incentive Plan:

- **Early Identification and Monitoring**
    - Identification of chronically absent students on a bi-weekly basis
    - Review of individual student ADA rates and attendance patterns
    - Development and updating of targeted intervention plans
- **Family Outreach and Communication**
    - Direct communication with families through calls, meetings, and written notices
    - Attendance expectation messaging aligned to Attendance Awareness efforts
    - Family conferences to address barriers and offer attendance recovery options
- **Incentives and Recognition**
    - Classroom-, grade-level, and school-wide attendance incentives (e.g., raffles, recognition events, assemblies)
    - Recognition of students with perfect attendance and those demonstrating significant improvement
      Use of attendance celebrations to reinforce positive attendance behaviors
- **Schoolwide Engagement Strategies**
    - Attendance-focused assemblies and spirit events
      Strategic scheduling of events on historically low-attendance days
    - Integration of engagement strategies to support older students
- **Ongoing Review and Leadership Oversight**
    - Monthly review of ADA data at leadership team meetings
    - Use of ADA data to inform planning and continuous improvement efforts
    - Alignment of site practices to MPS-wide non-negotiable attendance expectations

Impact:

Establishing an organizational ADA baseline supports improved Board oversight, strengthens data-informed decision-making, and reinforces systemwide accountability for attendance outcomes. Improving ADA also has a direct and significant impact on student learning, instructional continuity, and overall student outcomes. Ongoing monthly updates will allow leadership and the Board to monitor progress, identify emerging risks, and adjust strategies to support consistent student attendance and improved academic success.

Budget Implications:

There are no immediate budget implications associated with this informational update as the current ADA is above the budgeted P-2 ADA from last year.. However, sustained improvements in ADA positively impact LCFF revenue, while declines in attendance may have future fiscal implications.

Coversheet

Data Presentation: 2025-26 MPS Demographics

Section: IV. Information/Discussion Items
Item: C. Data Presentation: 2025-26 MPS Demographics
Purpose: Discuss
Submitted by:
Related Material: IV_C_MPS Demographics.pdf

Agenda Item:	IV C: Information/Discussion Item
Date:	February 12, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Data Presentation: 2025-26 MPS Demographics

Action Proposed:

N/A

Purpose:

To inform our educational partners about the **2025–26** MPS Demographics data submitted to CDE. Reviewing this data is essential to understanding trends, as it has both financial and academic implications.

Background:

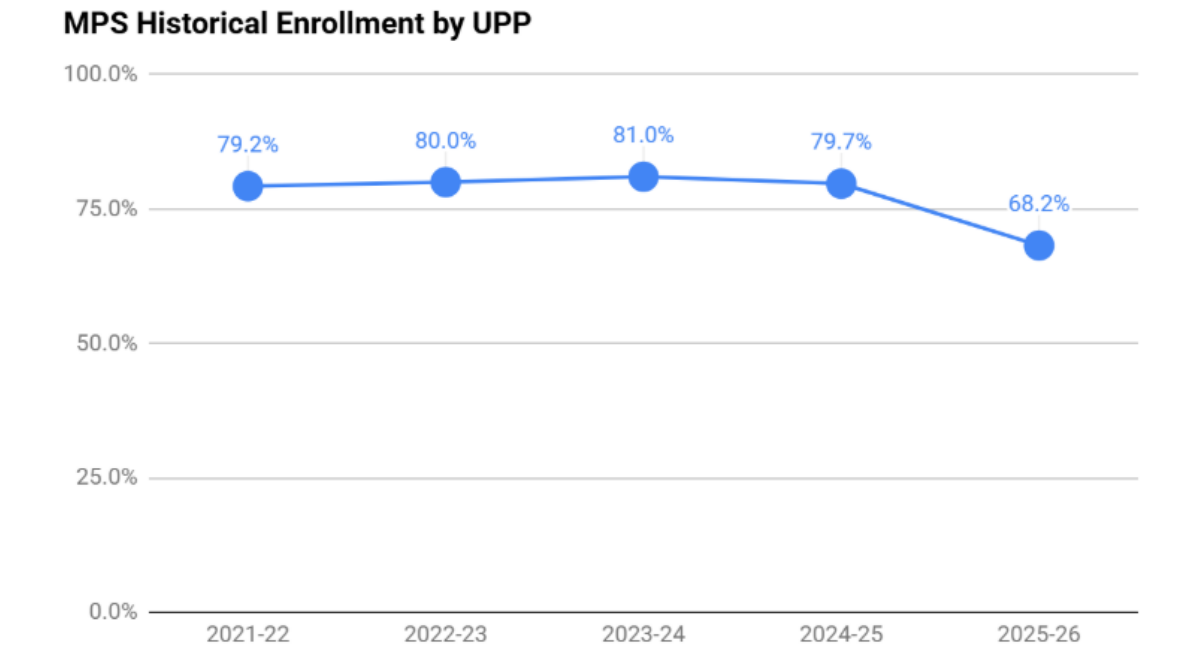
The **California Longitudinal Pupil Achievement Data System (CALPADS)** is California's official longitudinal data system. It maintains **individual-level data** on student demographics, course enrollment, discipline, assessments, staff assignments, and other information used for state and federal reporting. Local Educational Agencies (LEAs) are required to submit and certify data in CALPADS throughout the year, according to a calendar established by the CDE. We intend to present our demographic data to the Academic Committee and/or the Board on an annual basis, around the time of the CALPADS Fall 1 submission in January.

Analysis:

Please see the attached analysis of our data and let us know if you have any questions regarding MPS's 2025–26 demographics. ***Note:*** UPP has declined in 2025–26 due to a combination of external and internal factors. External factors include changes made by the state to the application, which now requires parents to complete a longer (six-page) form, as well as

increased parent reluctance. Internal factors include challenges related to coordination among school staff in collecting forms. We anticipate UPP participation will increase in the next school year.

Historical Enrollment by UPP	Column 1	Column 2	Column 3	Column 4	Column 5
	2021-22	2022-23	2023-24	2024-25	2025-26
MSA-1	84.9%	87.0%	90.9%	88.5%	76.4%
MSA-2	80.6%	89.0%	91.7%	93.0%	72.8%
MSA-3	78.7%	67.5%	71.5%	73.5%	58.0%
MSA-4	86.2%	96.1%	96.0%	90.9%	67.5%
MSA-5	92.3%	91.6%	92.7%	87.2%	73.7%
MSA-6	95.2%	95.6%	97.3%	95.3%	92.4%
MSA-7	81.1%	85.9%	87.5%	86.8%	77.9%
MSA-BELL	88.0%	85.7%	83.4%	82.1%	76.2%
MSA-SD	39.7%	38.9%	36.4%	36.9%	26.0%
MSA-SA	84.6%	85.9%	83.9%	81.9%	77.8%
MSA-OC					74.7%
MPS	79.2%	80.0%	81.0%	79.7%	68.2%



Impact:
MPS annually certifies its CALPADS Fall 1 submission around January. This submission provides the CDE with our official demographic data, which plays a critical role in determining school funding as well as the student group designations on the CA School Dashboard.

MPS has worked diligently to ensure our Free/Reduced-Price Meal (FRPM) rate is accurate. This rate directly affects our Unduplicated Pupil Percentage (UPP), which is used to determine the amount of Title funding for the following year as well as LCFF supplemental and concentration grant funding for the current year and the subsequent two years, due to the three-year rolling average.

MPS is a data-driven organization, with the Home Office and school leadership and office teams closely monitoring demographic and student achievement data. This information is regularly shared with and reviewed by school teams to support informed decision-making.

Budget Implications:
Our **Unduplicated Pupil Percentage (UPP)** is used to determine the amount of Title funding for the following year, as well as LCFF supplemental and concentration grant funding for the current year and the subsequent two years, due to the three-year rolling average of rates. Schools whose UPP is higher or lower than what was projected during budget adoption will see a corresponding budget impact.
The Home Office Finance team updates current-year funding projections based on the most recent enrollment, ADA, and UPP data.

Exhibits:
- Data Presentation: 2025-26 MPS Demographics

MAGNOLIA PUBLIC SCHOOLS

CERTIFIED CALPADS FALL 1

Data Presentation: 2025–26 MPS Demographics

2025-2026

January 5, 2026

Lydiett Woods, Director of School Office Data and Accountability

CALPADS FALL 1 DATA

Fall 1 reports capture student data elements and enrollments on a specific date annually.

Census Day: 1st Wednesday each October

Fall 1 CALPADS Certification Protocol

The Fall 1 CALPADS submission reports student enrollment and data based on Census Day counts (first Wednesday in October).

Before district certification, site leaders with oversight of specific data elements conduct a thorough review of their respective reports and provide written approval to ensure data accuracy and compliance.

CALPADS FALL 1

CALPADS Submission	Census Day	Primary Data Submitted
Fall 1: Requires SELPA approval. All our MSA's certified in December to allow SELPA approvals before the State Deadline in December 2025.	*ONLY students enrolled on census day are captured in the data counts.* Wednesday, Oct 1st 2025	2025-26 (Census Day): • Enrollment counts • English language acquisition status • Immigrant Counts • Free/reduced-price meal-eligibility • Special Education 2024-25: • Dropouts

Census Day - Uncertified Data

Infinite Campus

Uncertified

Below are **preliminary** student demographics and program eligibility data elements.

Historical Enrollment
Enrollment by Special Grps
Enrollment by Grade
Enrollment by Gender
Enrollment by Ethnicity

CENSUS DAY: Wednesday, October 1, 2025

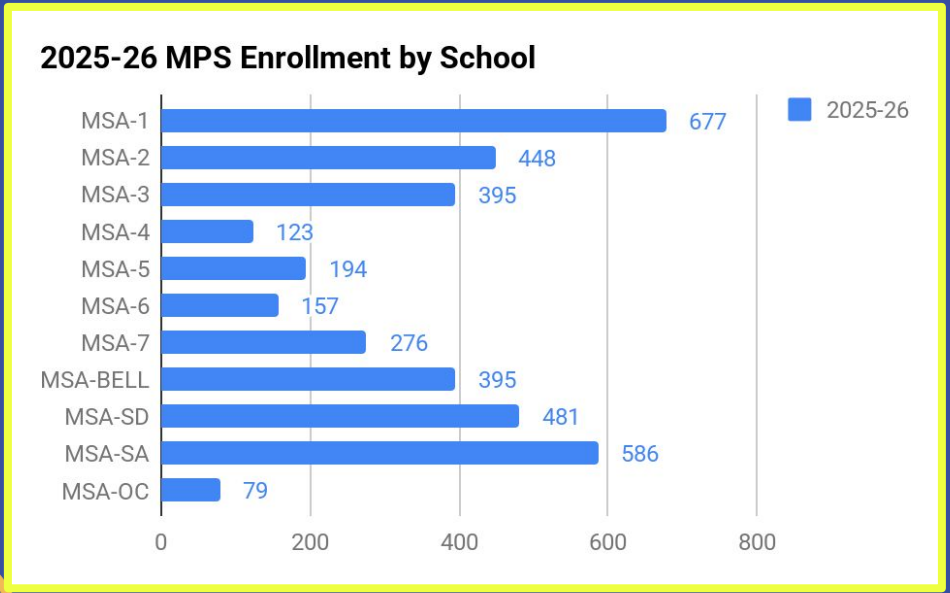
Unduplicated Pupil Counts

UPP is calculated based on census day enrollment, defined as the first Wednesday in October. Students enrolling after census day do not contribute to UPP counts.

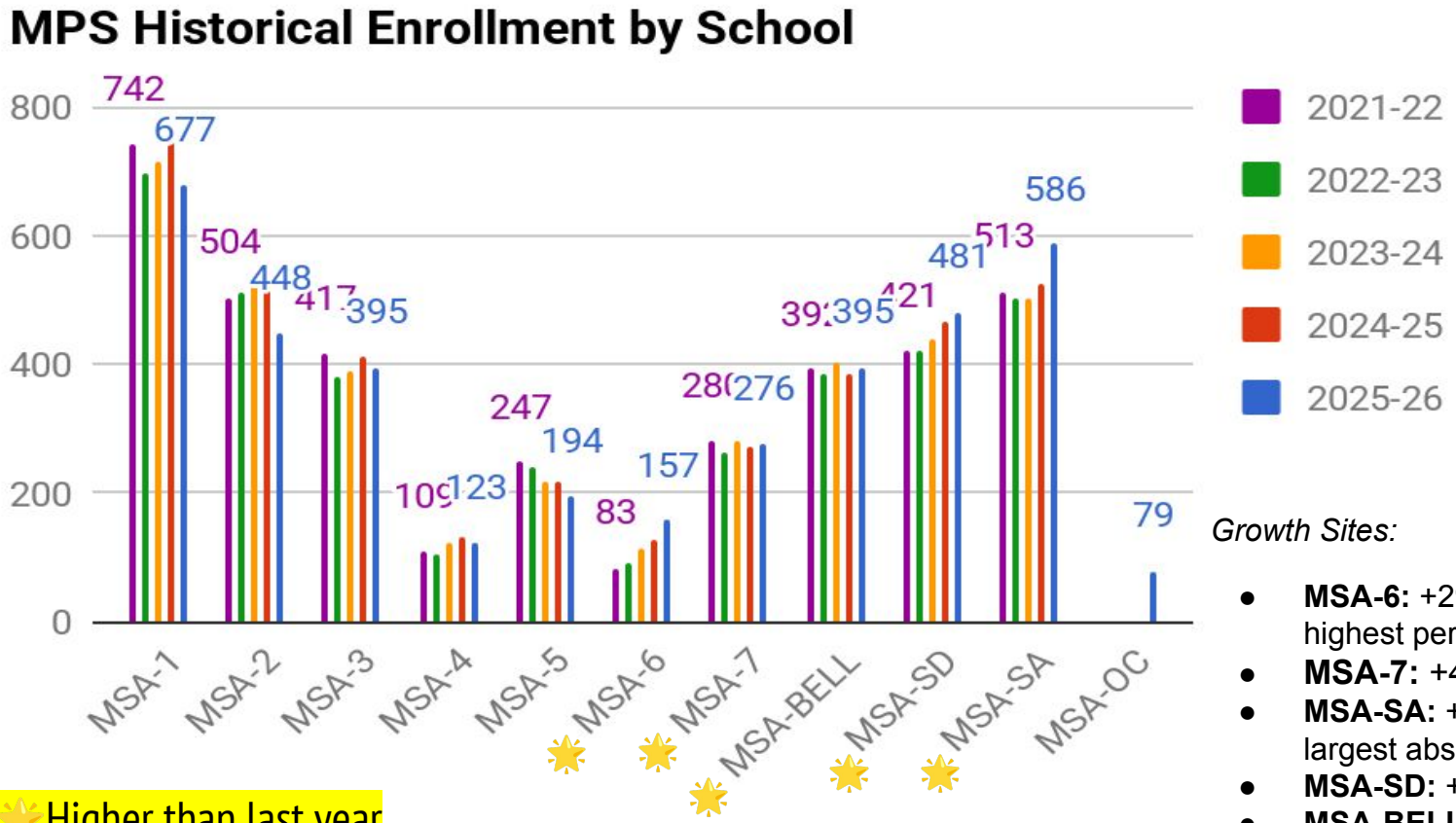
The California Longitudinal Pupil Achievement Data System (CALPADS) generates an Unduplicated Pupil Count (UPC) of students eligible for free or reduced-price meals (FRPM), English learners (EL), and/or foster youth. This unduplicated count determines the Unduplicated Pupil Percentage (UPP), which is used to calculate supplemental and concentration grants under the Local Control Funding Formula (LCFF).

Census Day Enrollments

MPS Wide Enrollments: 3,811



CALPADS Census Day (10/1/2025)



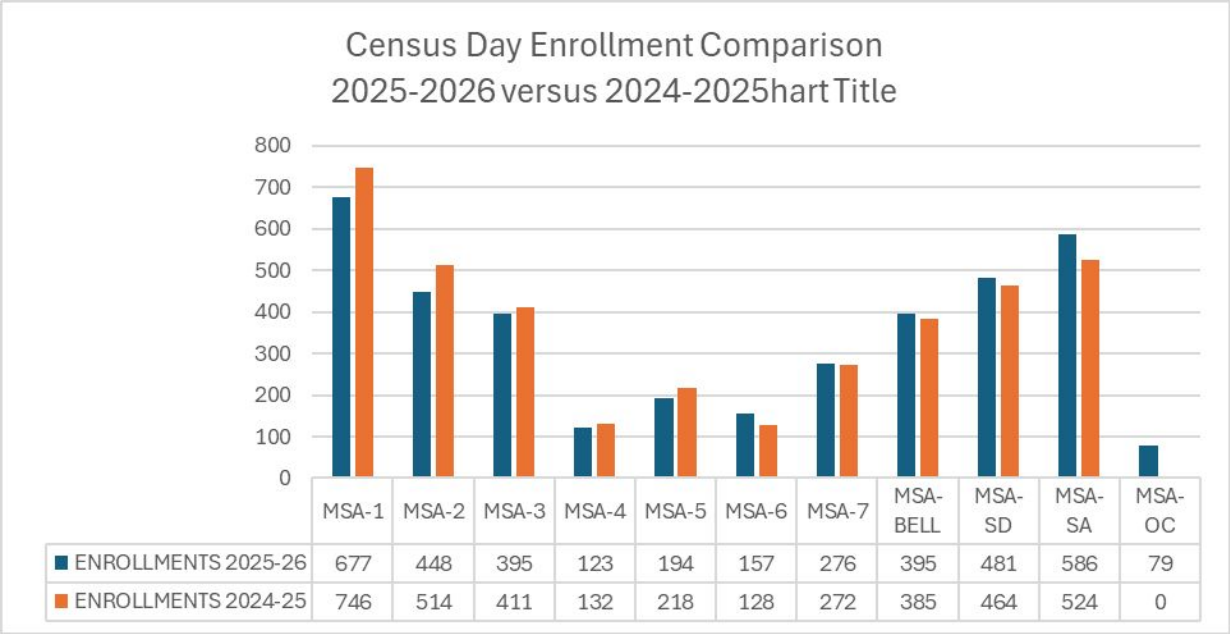
Growth Sites:

- **MSA-6:** +29 students (+22.7%) – highest percentage growth
- **MSA-7:** +4 students (+1.5%)
- **MSA-SA:** +62 students (+11.8%) – largest absolute growth
- **MSA-SD:** +17 students (+3.7%)
- **MSA-BELL:** +10 students (+2.6%)

🌟Higher than last year

Powered by BoardOnTrack

MPS Enrollment by School Comparison

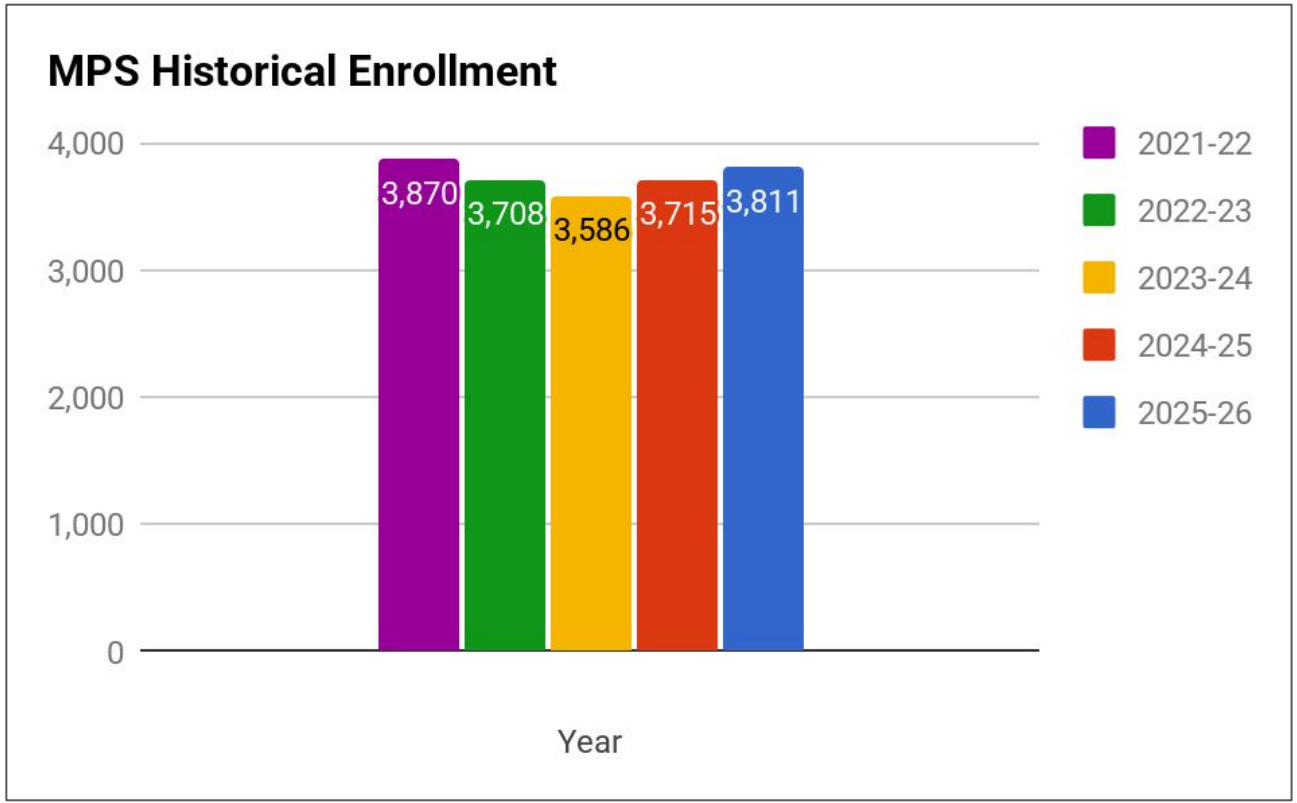


	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-BELL	MSA-SD	MSA-SA	MSA-OC
ENROLLMENTS 2025-26	677	448	395	123	194	157	276	395	481	586	79
ENROLLMENTS 2024-25	746	514	411	132	218	128	272	385	464	524	0

Overall Trends:

- Middle schools, MSA-7 and MSA-SA saw growth.
- Middle-high school span schools saw declined enrollments.

CALPADS Census Day (10/1/2025)



Overall Network Trend: Positive (+0.5%)
The total enrollment for the network increased by **18** students, indicating overall growth.

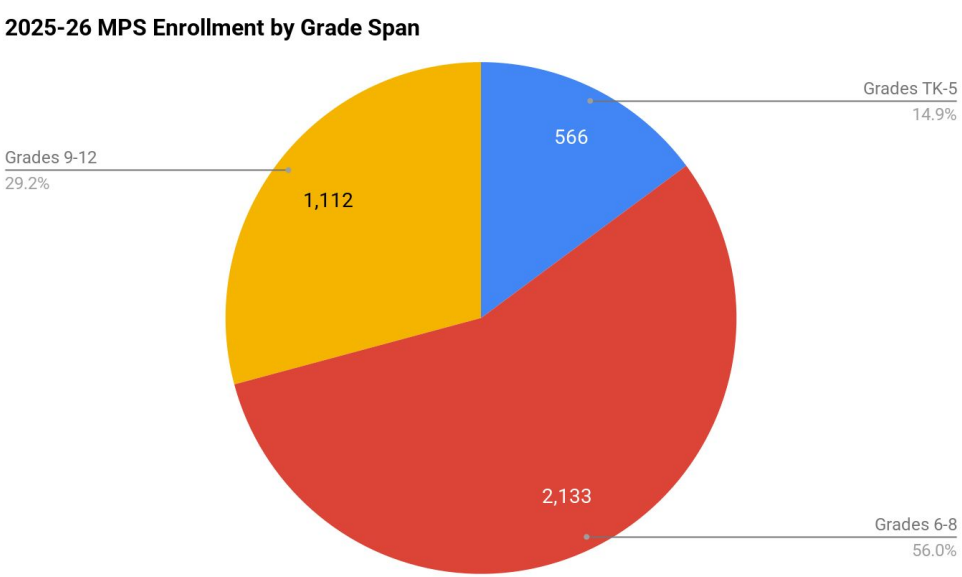
Enrollment by Grade Span

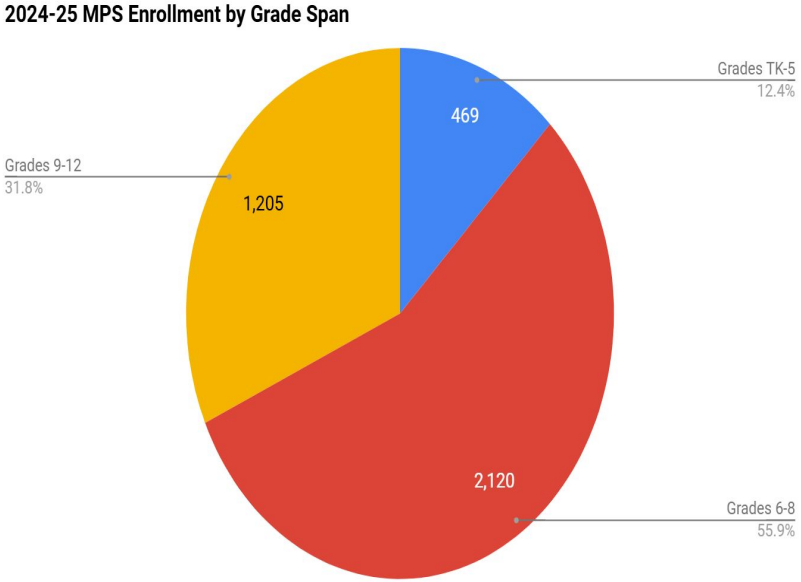
OVERALL TREND: Total enrollment remained flat (+18 students, +0.5%), but significant redistribution occurred across grade spans.

Elementary (TK-5): +97 students (+20.7%) – strongest growth segment, enrollment share increased from 12.4% to 14.9% (+2.5%)

Middle School (6-8): +13 students (+0.6%) – minimal change, enrollment share held steady at 56.0% (nearly identical to prior year)

High School (9-12): -93 students (-7.7%) – concerning decline, enrollment share decreased from 31.8% to 29.2% (-2.6%)





Enrollment Patterns by Grade

Early Elementary (TK-K):

- **Strong Expansion** – TK (+94%) and K (+73%) show substantial growth
- New OC sites: Added 79 new students by census day

Primary Elementary (1-5):

- **Varied Pattern** – Alternating gains and losses by grade
- Grades 1 & 4: Declining (-24% and -16%)
- Grades 2 & 3: Growing (+40% and +69%)
- Grade 5: Stable (+2%)

Middle School (6-8):

- **Upward Progression** – Each successive grade shows growth
- Grade 6: -9% | Grade 7: +2% | Grade 8: +9%

High School (9-12):

- **Decline Across All Grades** – Every high school grade excluding 10th lost enrollment
- Grade 9: -11% | Grade 10: +4% | Grade 11: -12% | Grade 12: -13%

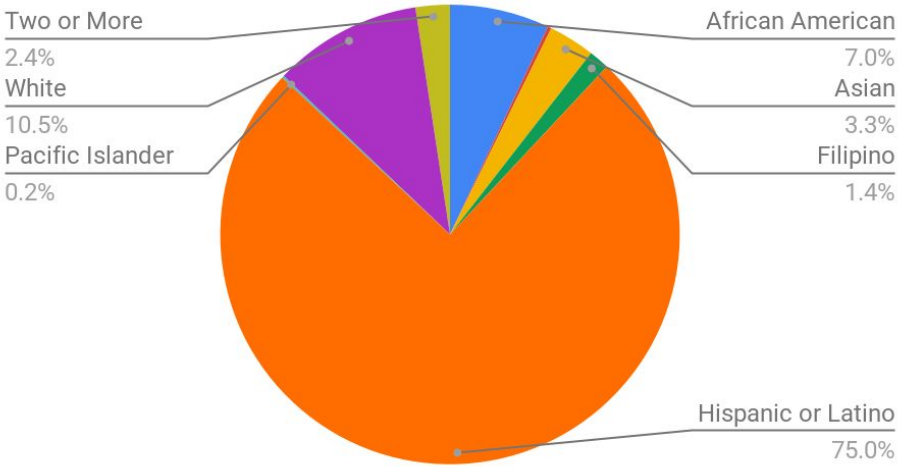
This analysis examines MPS enrollment patterns by grade for 2024-25 and 2025-26, identifying shifts in student distribution.

MPS Historical Enrollment by Grade				
	2024-25		2025-26	
Grade TK	33	0.90%	64	1.70%
Grade K	44	1.20%	76	2.00%
Grade 1	87	2.30%	66	1.70%
Grade 2	72	1.90%	101	2.70%
Grade 3	54	1.40%	91	2.40%
Grade 4	83	2.20%	70	1.80%
Grade 5	96	2.50%	98	2.60%
Grade 6	685	18.10%	621	16.30%
Grade 7	755	19.90%	768	20.20%
Grade 8	680	17.90%	744	19.50%
Grade 9	330	8.70%	295	7.70%
Grade 10	291	7.70%	304	8.00%
Grade 11	284	7.50%	251	6.60%
Grade 12	300	7.90%	262	6.90%
	3,794		3,811	

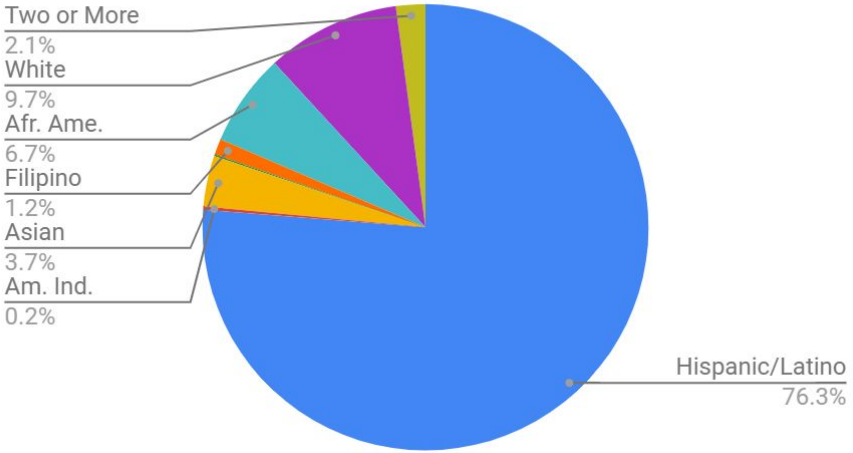
MPS Historical Enrollment by Ethnicity

Hispanic students continue to be our highest demographic at 75%, followed by White at 10.5%, African American at 7%, Asian 3.3%, and Filipino 1.4%.

2025-26 MPS Enrollment by Ethnicity



2024-25 MPS Enrollment by Ethnicity



MPS Historical Enrollment by Ethnicity

- **Hispanic/Latino students comprise three-quarters** of total enrollment (75.0%).
- **Top three groups** (Hispanic/Latino, White, African American) represent 92.5% of student population

MPS Historical Enrollment by Ethnicity			
	2025-26		2024-25
Hispanic or Latino	75.00%	2,858	76.80%
White	10.50%	399	10.20%
African American	7.00%	267	6.10%
Asian	3.30%	124	3.60%
Two or More Races	2.40%	92	1.90%
Filipino	1.40%	55	1.00%
American Indian or Alaska Native	0.30%	10	0.30%
Pacific Islander	0.20%	6	0.10%
	Total	3,811	

MPS Historical Enrollment by Ethnicity

The data indicates relatively stable ethnic distributions with some shifts.

Growing Representation:

- **African American:** +0.9 percentage points (6.1% → 7.0%) – largest proportional gain
- **Two or More Races:** +0.5 percentage points (1.9% → 2.4%) – significant relative growth
- **Filipino:** +0.4 percentage points (1.0% → 1.4%) – 40% relative increase
- **White:** +0.3 percentage points (10.2% → 10.5%)
- **Pacific Islander:** +0.1 percentage points (0.1% → 0.2%) – doubled representation from small base

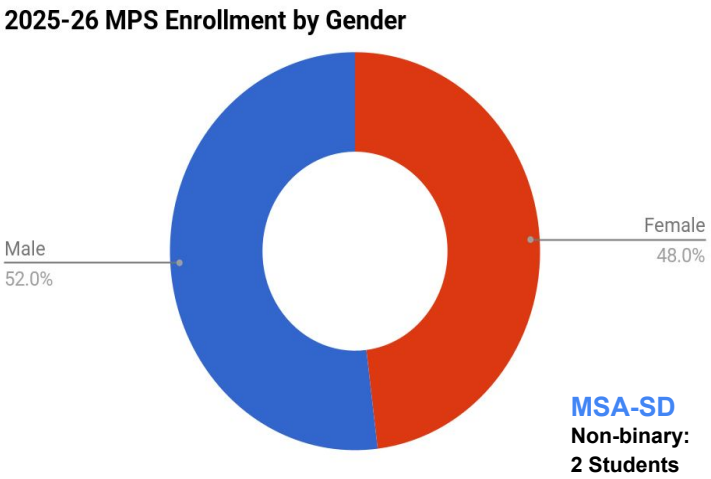
2025-26 Enrollment by Ethnicity (Percents)

	African ,	America	Asian	Filipino	Hispani	Pacific I	White	Two or I	Not Reported
MSA-1	**0.7%**	0.1%	4.0%	2.2%	87.9%	**0.0%**	4.7%	0.3%	0.0%
MSA-2	**1.8%**	0.0%	2.0%	0.9%	91.7%	**0.0%**	3.1%	0.4%	0.0%
MSA-3	**47.1%**	0.0%	0.8%	0.3%	49.4%	**0.5%**	0.5%	1.5%	0.0%
MSA-4	**4.9%**	0.8%	0.0%	0.0%	91.9%	**0.0%**	2.4%	0.0%	0.0%
MSA-5	**2.6%**	1.0%	4.6%	2.6%	81.4%	**0.0%**	6.7%	1.0%	0.0%
MSA-6	**7.0%**	0.0%	4.5%	1.3%	83.4%	**0.0%**	3.2%	0.6%	0.0%
MSA-7	**4.0%**	0.4%	5.4%	5.4%	67.0%	**0.0%**	15.6%	2.2%	0.0%
MSA-BELL	**0.0%**	0.3%	0.8%	0.3%	93.7%	**0.0%**	4.8%	0.3%	0.0%
MSA-SD	**5.2%**	0.0%	7.3%	0.8%	33.7%	**0.4%**	38.9%	13.7%	0.0%
MSA-SA	**1.4%**	0.7%	2.0%	0.2%	82.3%	**0.3%**	12.6%	0.5%	0.0%
MSA-OC	**2.5%**	0.0%	5.1%	8.9%	70.9%	**0.0%**	8.9%	3.8%	0.0%

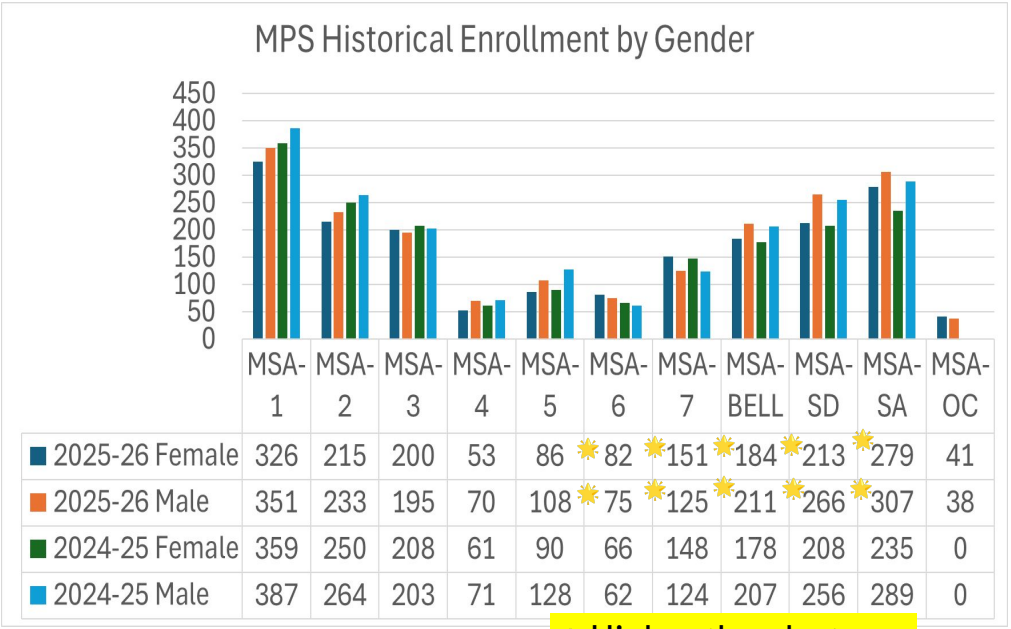
	African Ar	American	Asian	Filipino	Hispanic	Pacific Isl	White	Two or Mo	Not Reported
MPS	**7.0%**	**0.3%**	**3.3%**	**1.4%**	**75.0%**	**0.2%**	**10.5%**	**2.4%**	**0.0%**

MPS Enrollment by Gender

Female Enrollment: The total number of female students **increased by 27**, increased from 1,803 in 2024-25 to 1,830 in 2025-26.
Male Enrollment: The total number of male students **decreased by 12**, from 1,991 in 2024-25 from 1,979 in 2025-26.



- School with the **highest female** percentage: MSA-7 at 52.2%.
- School with the **highest male** percentage: MSA-4 at 56.9%.



	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-BELL	MSA-SD	MSA-SA	MSA-OC
2025-26 Female	326	215	200	53	86	82 ✸	151 ✸	184 ✸	213 ✸	279 ✸	41
2025-26 Male	351	233	195	70	108	75 ✸	125 ✸	211 ✸	266 ✸	307 ✸	38
2024-25 Female	359	250	208	61	90	66	148	178	208	235	0
2024-25 Male	387	264	203	71	128	62	124	207	256	289	0

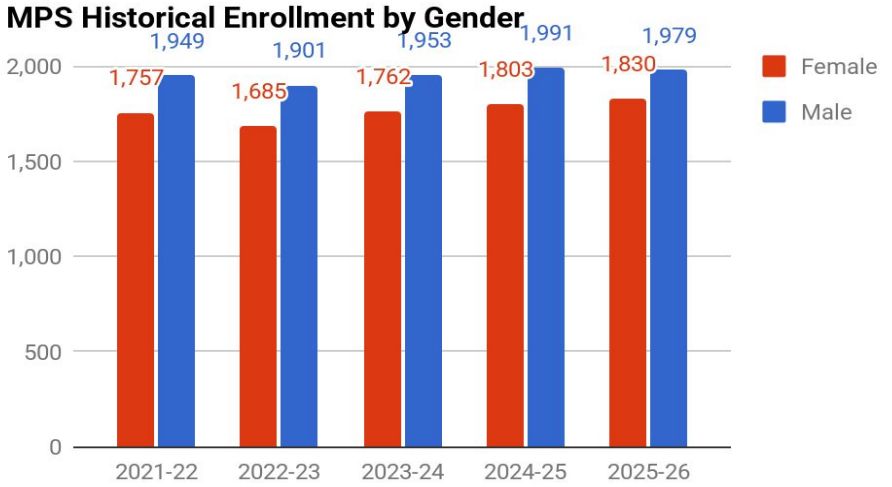
✸Higher than last year

MPS Enrollment by Gender Trends Summary

Gender Split: 48.0% Female (1,830) | 52.0% Male (1,979) | 2 Non-binary (MSA-SD)

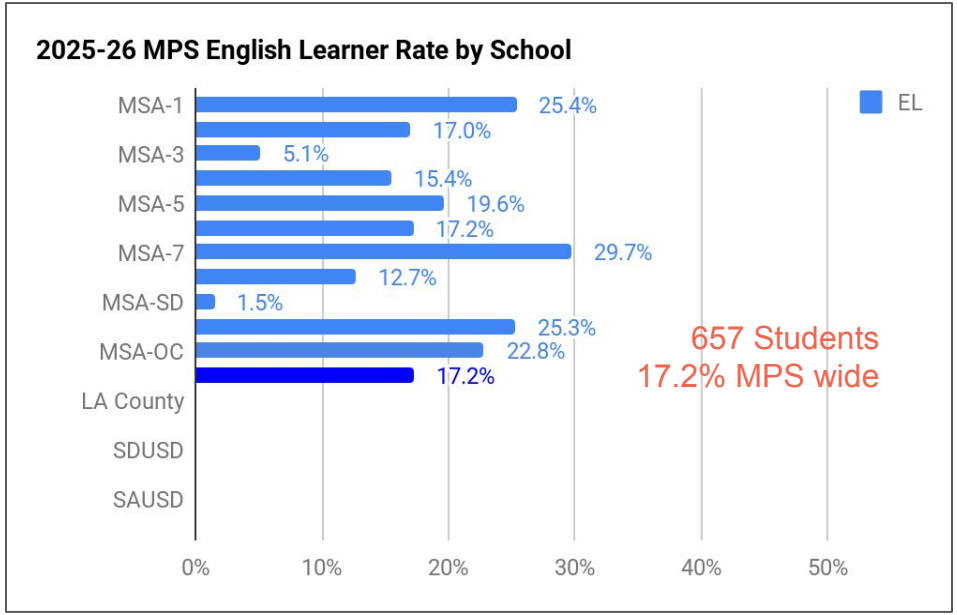
Gender Gap: There are 149 more male students compared to females (+8.1% more males than females)

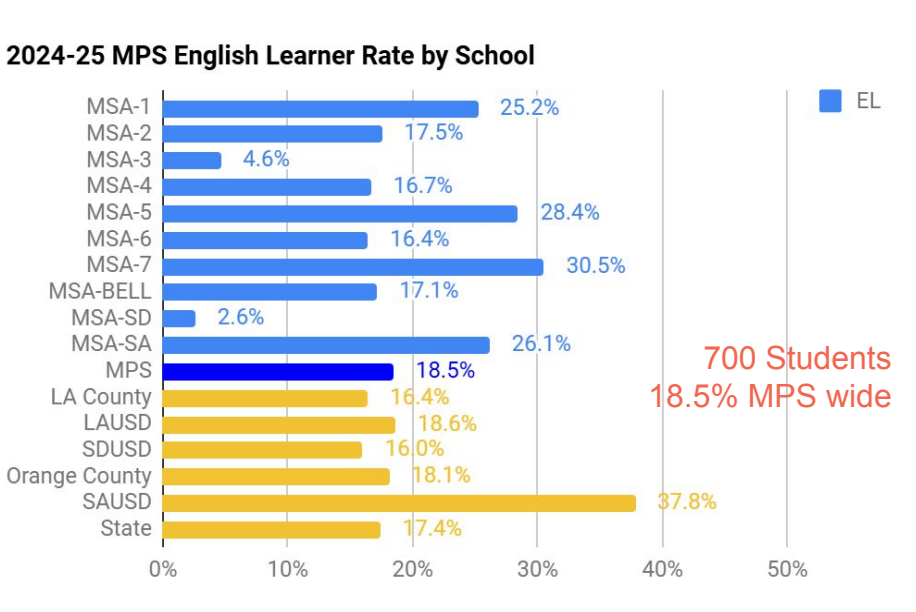
MPS Historical Enrollment by Gender					
Year	Enrollment	Female	Male	Female	Male
2025-26	**3,809**	**1,830**	**1,979**	**48.0%**	**52.0%**
2024-25	3,794	1,803	1,991	47.5%	52.5%
2023-24	3,715	1,762	1,953	47.4%	52.6%
2022-23	3,586	1,685	1,901	47.0%	53.0%
2021-22	3,706	1,757	1,949	47.4%	52.6%



MPS Student with English Learner Code

- The overall decrease in EL enrollment (700 to 657) is minimal.
- The largest increases occurred at **MSA-Santa Ana** and **MSA-6**.
- The largest decreases were at **MSA-5, MSA-Bell**, **MSA-1** and **MSA-2**

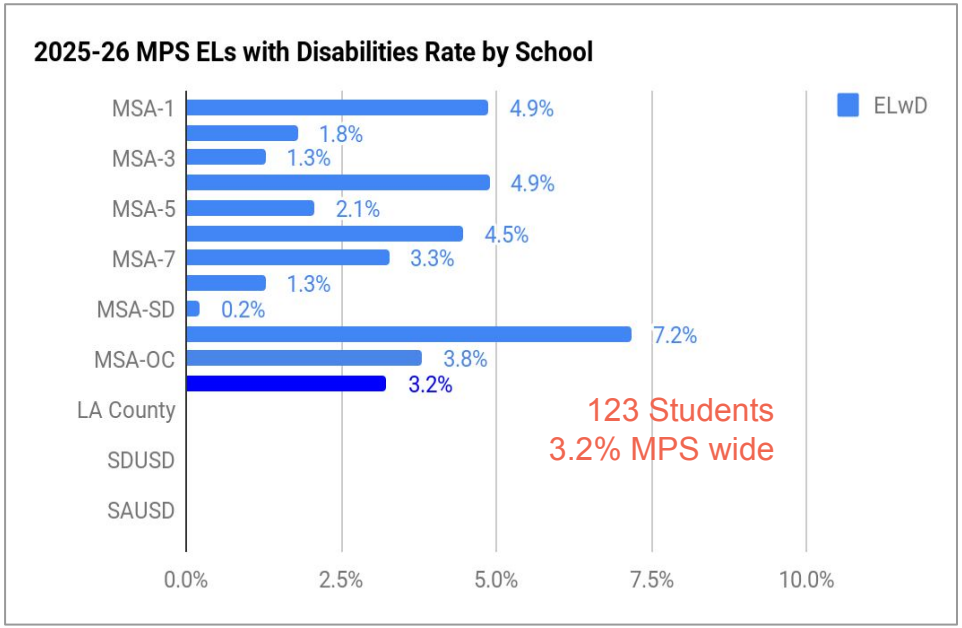


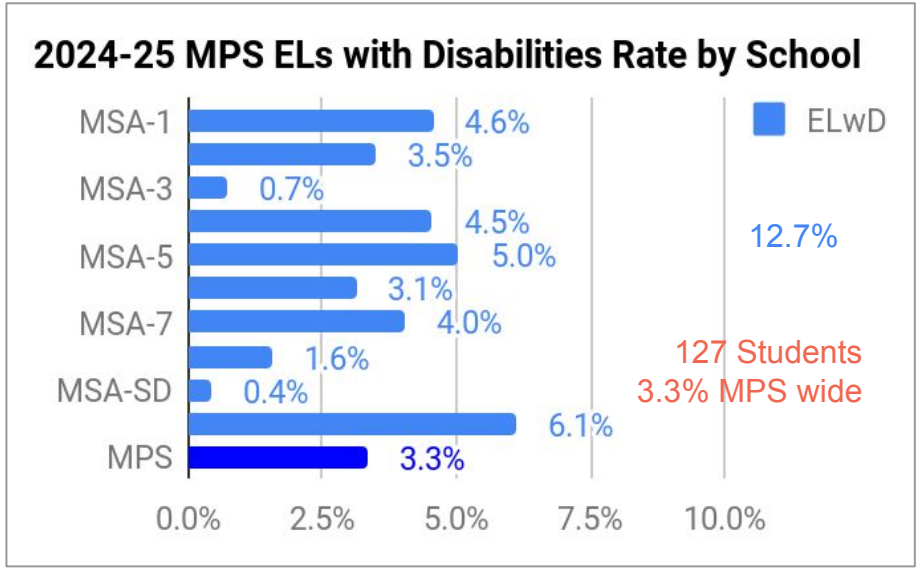


MPS Students with EL and Disability Rates

English Learner students with disabilities remained stable at 127 district-wide.

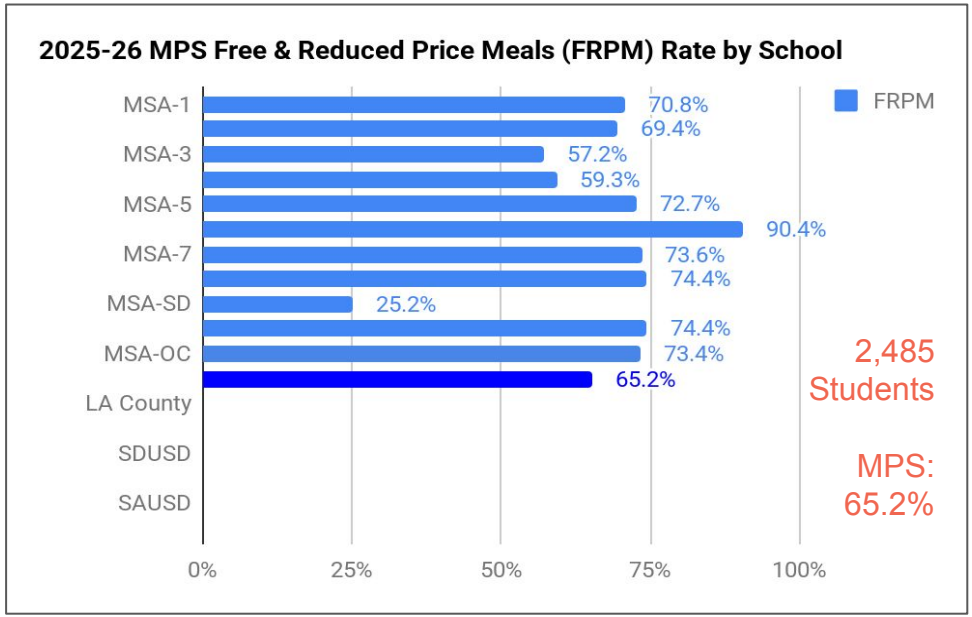
- **MSA-Santa Ana:** +10 students (largest increase)
- **MSA-2:** -10 students (largest decrease, 18 → 8)
- **MSA-5:** -7 students (11 → 4)

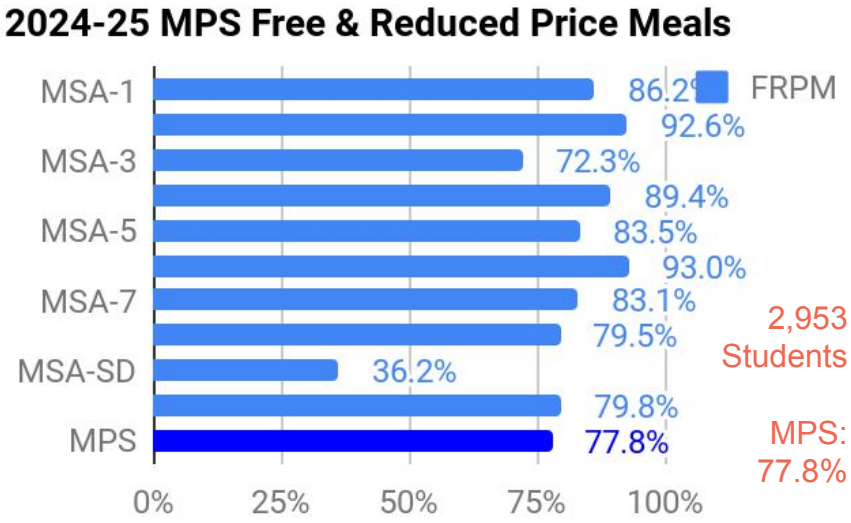




MPS Free/Reduced Meals Rates

- **Total FRPM Students:** Decreased by 468 students (-15.8%), from 2,953 to 2,485
- **FRPM Percentage:** Dropped 12.6 percentage points, from 77.8% to 65.2%
- **MSA-6:** +23 FRPM (with +29 enrollment)
- **MSA high schools:** Show FRPM losses ranging from 32% to 7%

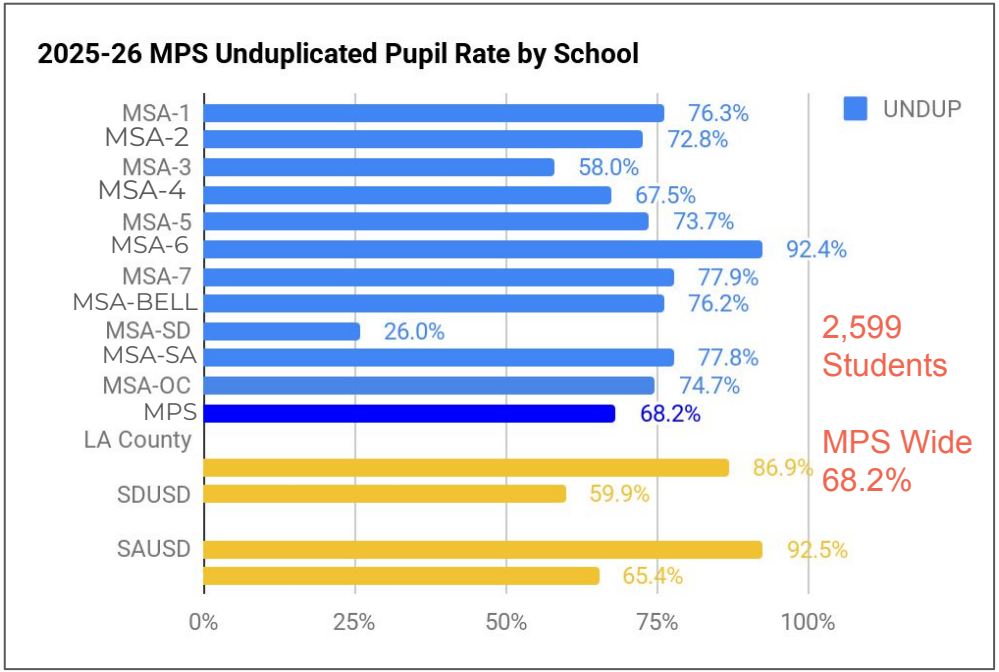


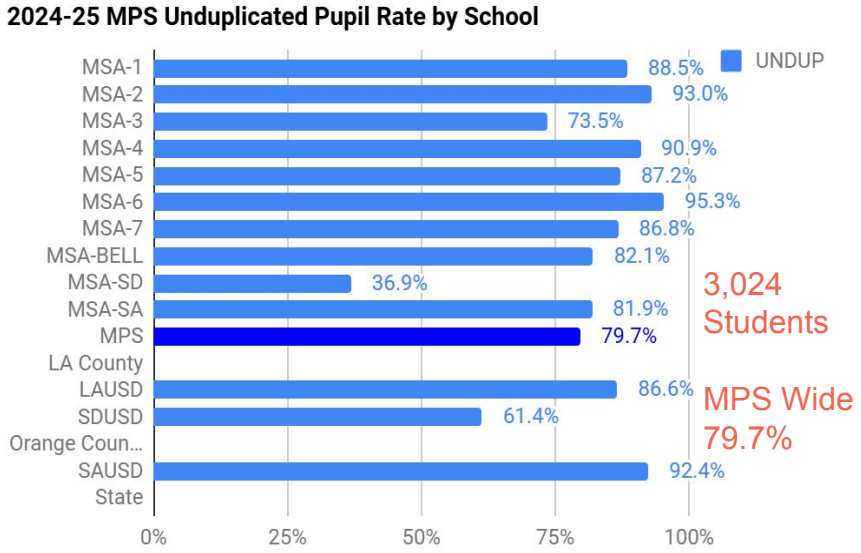


MPS Unduplicated Pupil Counts

Unduplicated count of pupils meet at least one of the following and is only counted once.

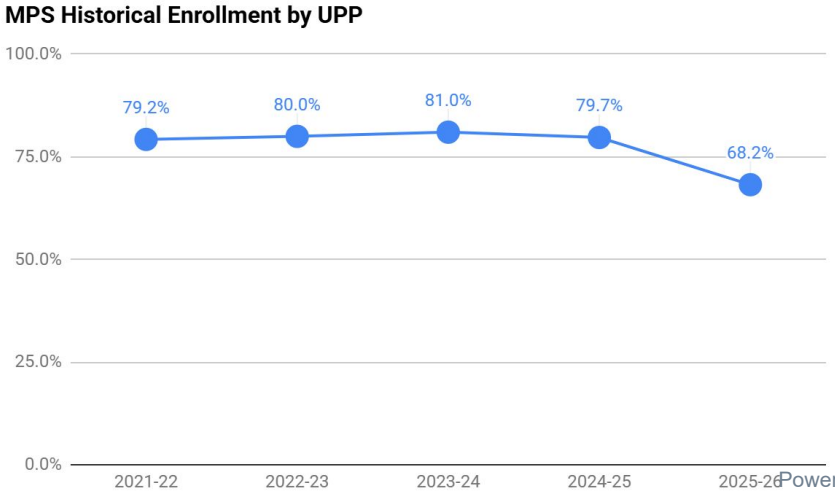
- (1) are English learners, (2) meet income or categorical eligibility requirements for free or reduced- price meals under the National School Lunch Program or are(3) are foster youth
- Unduplicated rate MPS wide dropped compared to last school year.





Unduplicated Pupil Percentage (UPP) Trends

Historical Enrollment by UPP	Column 1	Column 2	Column 3	Column 4	Column 5
	2021-22	2022-23	2023-24	2024-25	2025-26
MSA-1	84.9%	87.0%	90.9%	88.5%	76.4%
MSA-2	80.6%	89.0%	91.7%	93.0%	72.8%
MSA-3	78.7%	67.5%	71.5%	73.5%	58.0%
MSA-4	86.2%	96.1%	96.0%	90.9%	67.5%
MSA-5	92.3%	91.6%	92.7%	87.2%	73.7%
MSA-6	95.2%	95.6%	97.3%	95.3%	92.4%
MSA-7	81.1%	85.9%	87.5%	86.8%	77.9%
MSA-BELL	88.0%	85.7%	83.4%	82.1%	76.2%
MSA-SD	39.7%	38.9%	36.4%	36.9%	26.0%
MSA-SA	84.6%	85.9%	83.9%	81.9%	77.8%
MSA-OC					74.7%
MPS	79.2%	80.0%	81.0%	79.7%	68.2%



Change from 2024-25 to 2025-26	
MSA-1	-12.1%
MSA-2	-20.2%
MSA-3	-15.5%
MSA-4	-23.4%
MSA-5	-13.4%
MSA-6	-3.0%
MSA-7	-8.9%
MSA-BELL	-5.9%
MSA-SD	-10.9%
MSA-SA	-4.1%
MPS	-11.5%

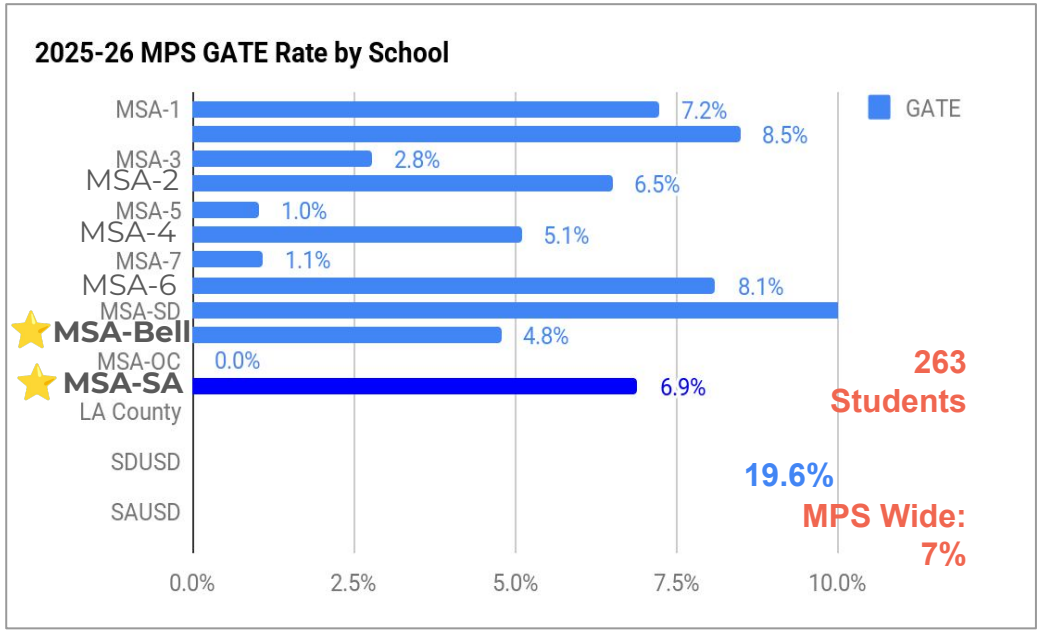
Note:

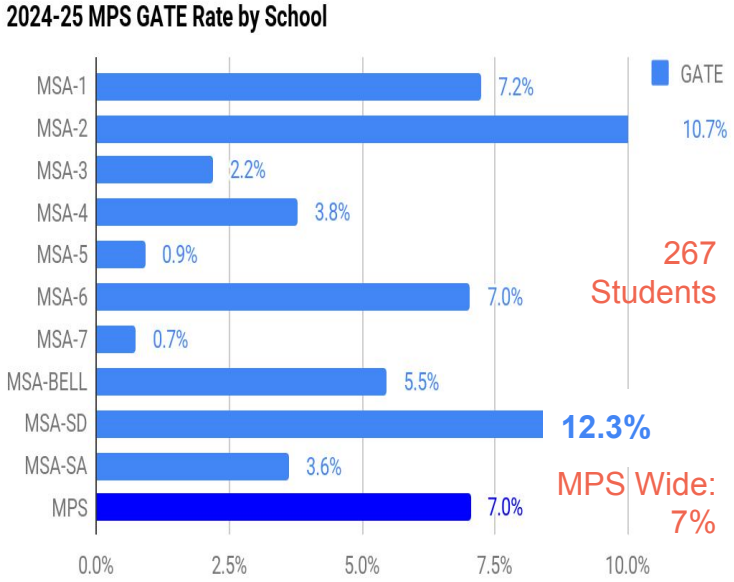
UPP has declined in 2025–26 due to a combination of external and internal factors. External factors include changes made by the state to the application, which now requires parents to complete a longer (six-page) form, as well as increased parent reluctance. Internal factors include challenges related to coordination among school staff in collecting forms. We anticipate UPP participation will increase in the next school year.

MPS Students with GATE Rates

GATE student counts essentially flat, decreased by 4 students District wide (267 → 263).

- **MSA-Bell:** +11 students (largest increase)
- **MSA-Santa Ana:** +9 students (increase)
- **MSA-2:** -17 students (largest decrease, 55 → 38)
- **MSA-San Diego:** -7 students (91 → 84)





⭐ **Indicates a higher % than last census year.**

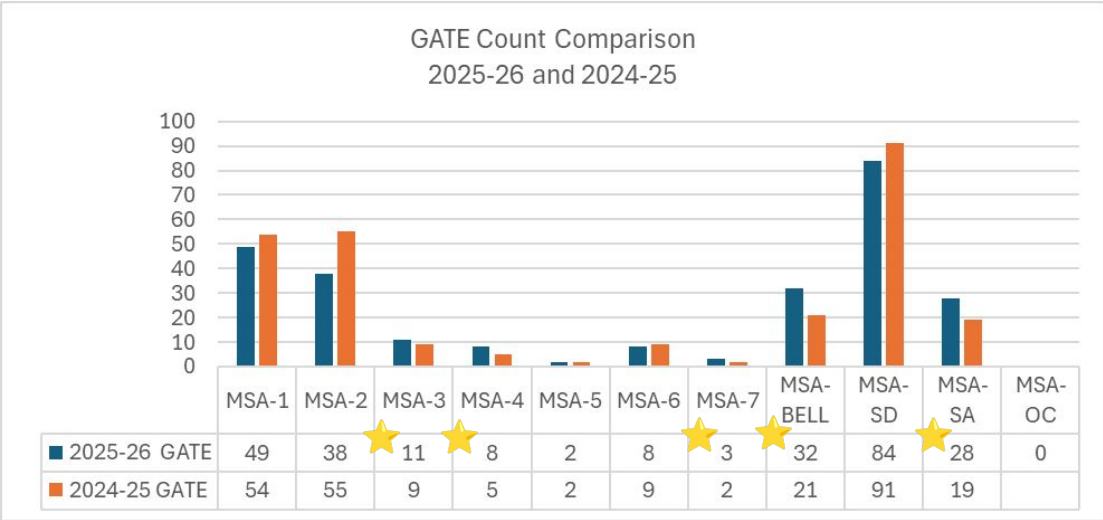
MPS GATE Student Rates

GATE Growth Sites:

- **MSA-BELL:** +11 students (+52.4%) – largest gain, GATE rate jumped from 5.5% to 8.1%
- **MSA-SA:** +9 students (+47.4%) – GATE rate increased from 3.6% to 4.8%
- **MSA-4:** +3 students (+60%) – GATE rate increased from 3.8% to 6.5%
- **MSA-3:** +2 students (+22.2%) – GATE rate increased from 2.2% to 2.8%
- **MSA-7:** +1 student (+50%) – GATE rate increased from 0.7% to 1.1%

2025-2026
263

2024-2025
267



	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-BELL	MSA-SD	MSA-SA	MSA-OC
2025-26 GATE	49	38	11	8	2	8	3	32	84	28	0
2024-25 GATE	54	55	9	5	2	9	2	21	91	19	

⭐ Indicates a higher % than last census year.

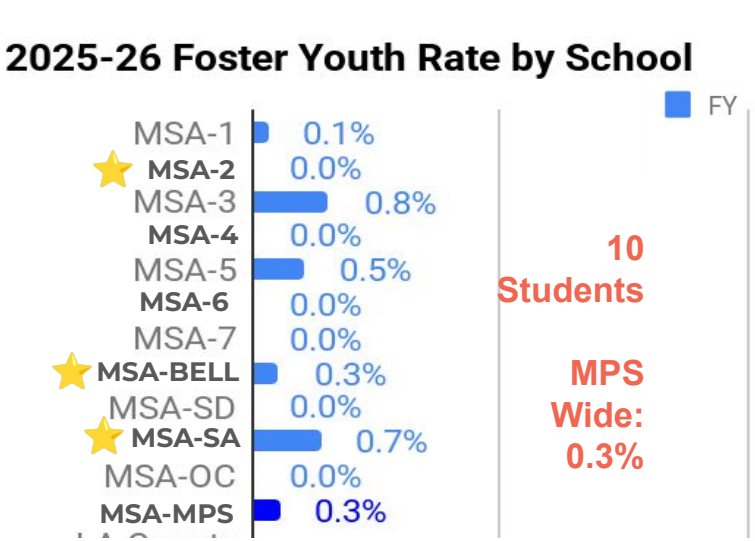
GATE Losses:

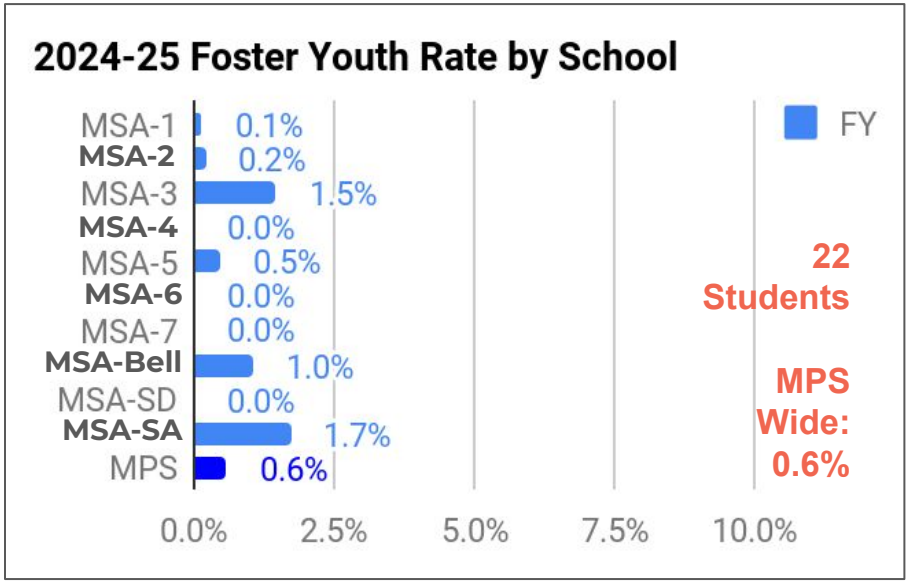
- **MSA-2:** -17 students (-30.9%) – largest decline, GATE rate dropped from 10.7% to 8.5%
- **MSA-SD:** -7 students (-7.7%) – GATE rate dropped from 19.6% to 17.5%, but remains highest in district
- **MSA-1:** -5 students (-9.3%) – GATE rate dropped from 7.2% to 7.2%

MPS Foster Youth Rates and Counts

80% of foster youth are concentrated at 3 sites: MSA-SA (4), MSA-3 (3), MSA-1 (1), MSA-5 (1), MSA-BELL (1)

- The **highest** foster youth count was reported by MSA-Santa Ana with **4** foster youth.
- **7 of 11 sites** serve zero (0)foster youth





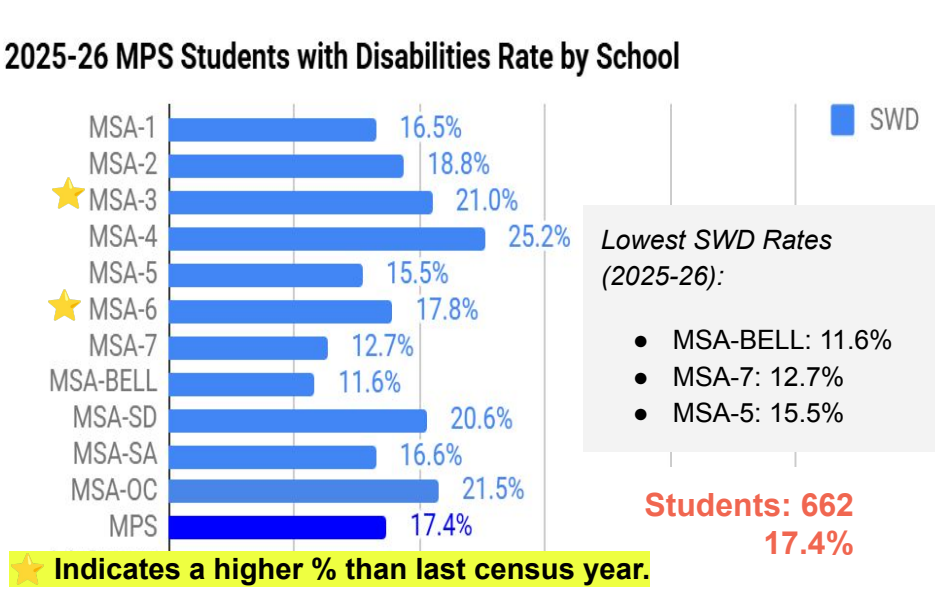
⭐ **Indicates a higher % than last census year.**

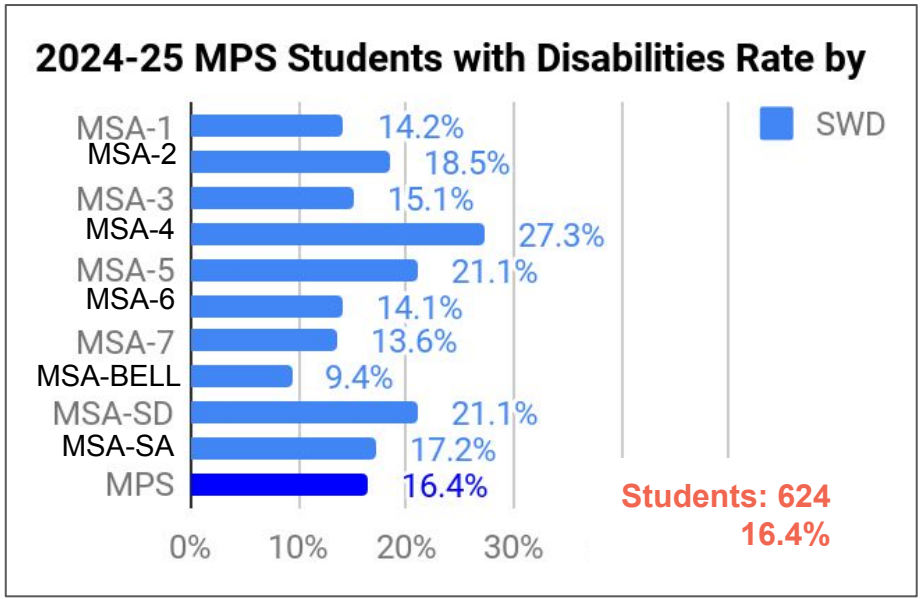
MPS Students with Disabilities

Total SWD: Increased by 38 students (+6.1%), from 624 to 662 | **SWD Percentage:** Approximately 17.4% of total enrollment (662 of 3,812)

Significant SWD Growth:

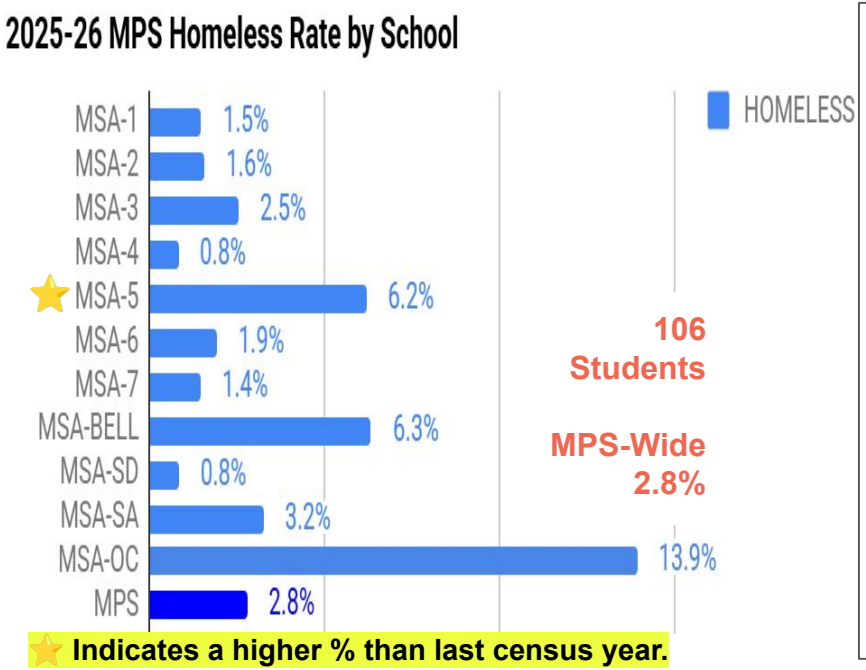
- **MSA-3:** +21 students (+33.9%) – largest increase, SWD rate jumped from 15.1% to 21%
- **MSA-6:** +10 students (+55.6%) – highest percentage growth, SWD rate increased from 14.1% to 17.8%

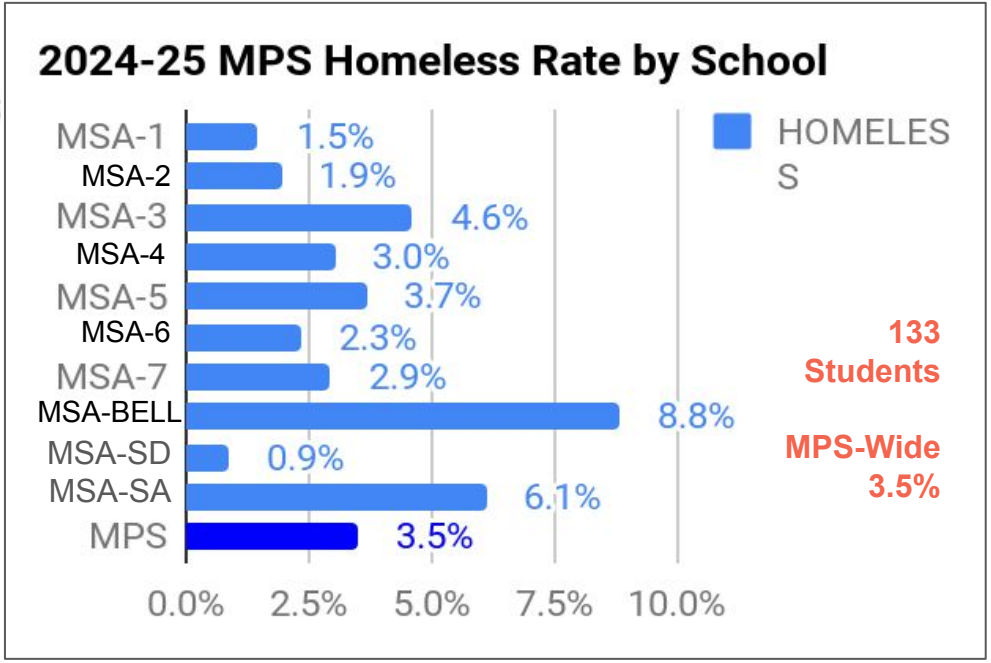




MPS Students experiencing Homelessness

Total Homeless Students: Decreased by 27 students (-20.3%), from **133** to **106**
Homeless Percentage: Dropped from 3.5% to 2.8% of total enrollment (-0.7 percentage points)
Highest Homeless Populations **(2025-26)**: MSA-BELL: **25** students (6.3% of site enrollment) | MSA-SA: **19** students (3.2%)
MSA-5: **12** students (6.2%) | MSA-OC: **11** students (13.9%)





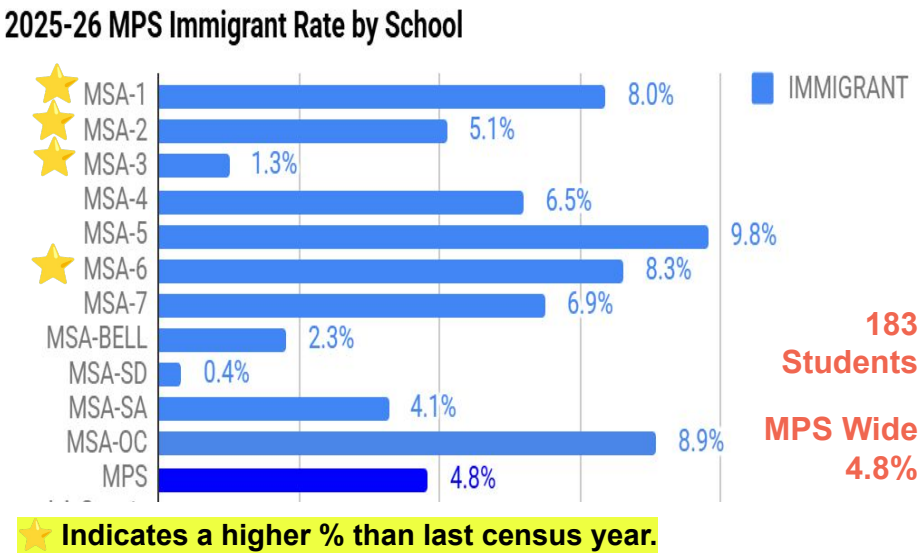
MPS Immigrant Student Rates

"Eligible immigrant student" is defined as an individual student born outside the USA, who has not been attending any one or more schools in the United States for more than three full school years."

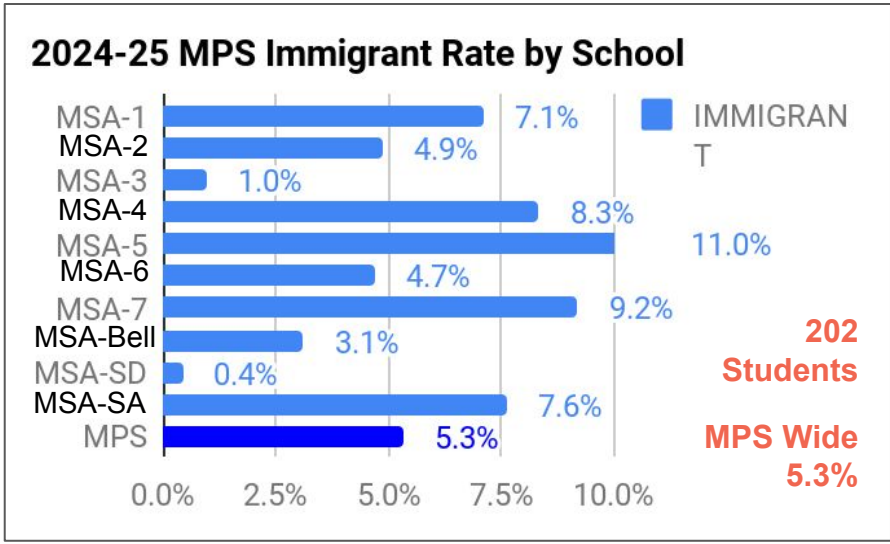
Immigrant Students: Decreased by 19 (-9.4%) **|** Rate dropped from 5.3% → 4.8%

Highest Immigrant Population:

- **MSA-1: 54** students - Serves **29.5%** of all MPS immigrant students
- **MSA-SA: 24** students, **MSA-2: 23** students, **MSA-5: 19** students and **MSA-7: 19** students.

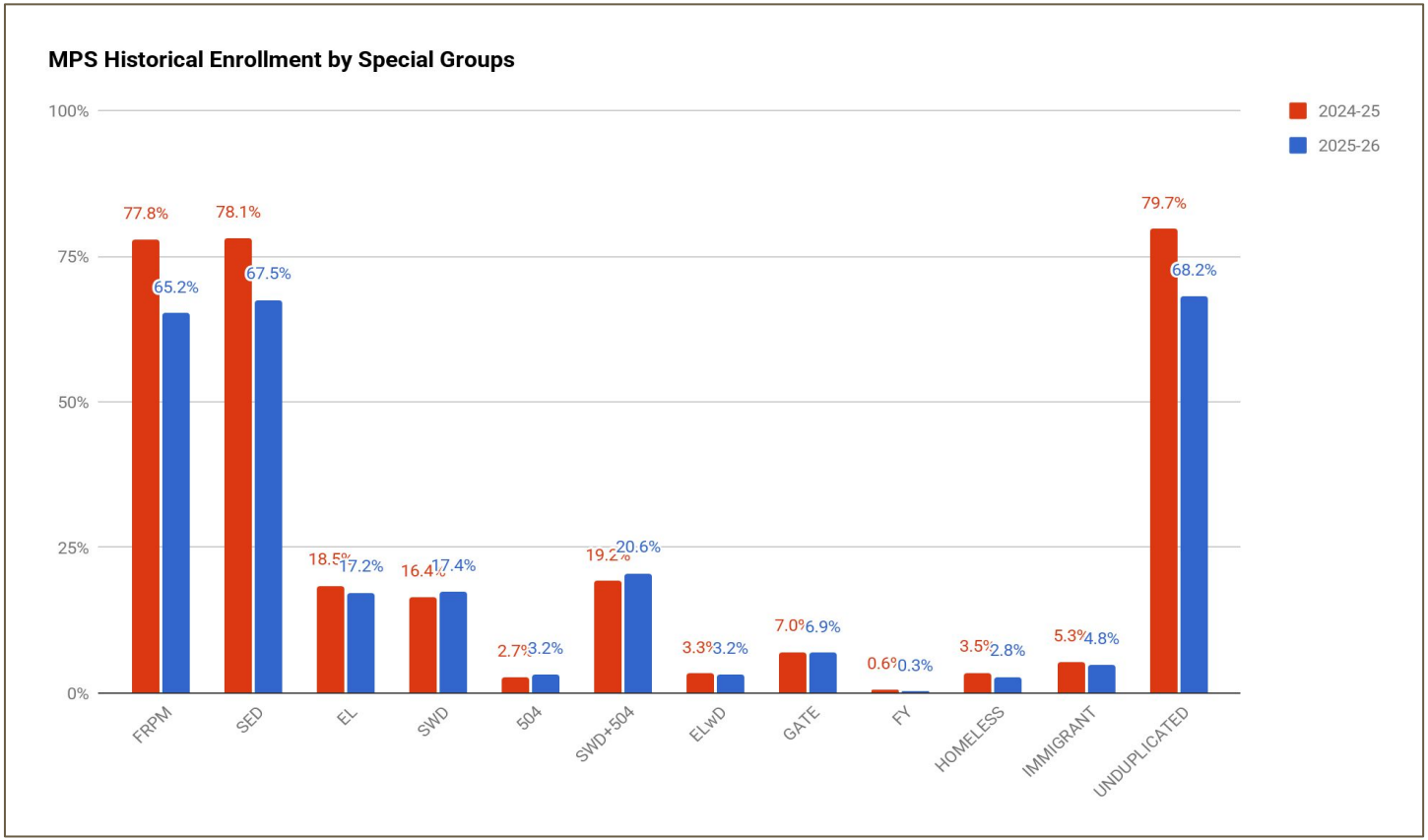


⭐ **Indicates a higher % than last census year.**



CALPADS Census Day (10/1/2025)

This graph represents a visual summary of 2024-25 and **2025-26** demographic data on census day, (10/1/25) Magnolia wide.



CALPADS Census Day (10/1/2025)

This table represents a visual summary of 2025-26 and 2024-25 demographic data on census day Magnolia wide.

2025-26 Enrollment by Special Groups

FRPM Free and Reduced Meal Elgibility	SED Socio Economically Disadvantaged	EL English Learner	SWD Students with Disabilities	504	SWD+504 Students with Disabilities and 504	ELwD English Learner with Disabilities	GATE	FY Foster Youth	HOMELESS	IMMIGRANT	UNDUPLICATED PUPIL COUNTS	Enrollment
2,485	2,575	657	662	122	784	123	263	10	106	183	2,599	3,812
65.20%	67.50%	17.20%	17.40%	3.20%	20.60%	3.20%	6.90%	0.30%	2.80%	4.80%	68.20%	

2024-25 Enrollment by Special Groups

FRPM Free and Reduced Meal Elgibility	SED Socio Economically Disadvantaged	EL English Learner	SWD Students with Disabilities	504	SWD+504 Students with Disabilities and a 504	ELwD English Learner with Disabilities	GATE	FY Foster Youth	HOMELESS	IMMIGRANT	UNDUPLICATED PUPIL COUNTS	Enrollment
2,953	2,964	700	624	104	728	127	267	22	133	202	3,024	3,794
77.80%	78.10%	18.50%	16.40%	2.70%	19.20%	3.30%	7.00%	0.60%	3.50%	5.30%	79.70%	

Count Changes by Category: 2024-25 vs. 2025-26

FRPM Free and Reduced Meal Elgibility	SED Socio Economically Disadvantaged	EL English Learner	SWD Students with Disabilities	504	SWD+504 Students with Disabilities and a 504	ELwD English Learner with Disabilities	GATE	FY Foster Youth	HOMELESS	IMMIGRANT	UNDUPLICATED PUPIL COUNTS	Enrollment
-468	-389	-43	38	18	56	-4	-4	-12	-27	-19	-425	18

CALPADS Census Day (10/1/2025)

This table represents student data details certified by each Magnolia Science Academy.

2025-26 Enrollment by Special Groups													
	FRPM	SED	EL	SWD	504	SWD+504	ELwD	GATE	FY	HOMELESS	IMMIGRANT	UNDUP	Enrollment
MSA-1	481	512	172	113	11	124	33	49	1	10	54	518	678
MSA-2	311	339	76	84	12	96	8	38	0	7	23	326	448
MSA-3	226	235	20	83	12	95	5	11	3	12	5	229	395
MSA-4	73	86	19	31	1	32	6	8	0	1	8	83	123
MSA-5	141	143	38	30	3	33	4	2	1	12	19	143	194
MSA-6	142	146	27	28	7	35	7	8	0	3	13	145	157
MSA-7	203	202	82	35	4	39	9	3	0	4	19	215	276
MSA-BELL	294	293	50	46	11	57	5	32	1	25	9	301	395
MSA-SD	121	122	7	99	37	136	1	84	0	4	2	125	481
MSA-SA	436	441	148	97	22	119	42	28	4	19	24	456	586
MSA-OC	58	58	18	17	2	19	3	0	0	11	7	59	79
	2,486	2,577	657	663	122	785	123	263	10	108	183	2,600	3,812

Thank you for your time.

Coversheet

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

Section: IV. Information/Discussion Items
Item: D. Data Presentation: Local Control Accountability Plans (LCAP) Mid-Year Update
Purpose: Discuss
Submitted by:
Related Material: IV_D_LCAP 2025-26 Mid-Year Update.pdf

Agenda Item:	IV D: Information/Discussion Item
Date:	February 12, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Data Presentation: LCAP Mid-Year Update

Action Proposed:

N/A

Purpose:

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

Background:

LCAP Mid-Year Update

Pursuant to Education Code §47606.5, charter schools are required to present a report on the **annual update to the LCAP** and the **Local Control Funding Formula (LCFF) Budget Overview for Parents** on or before **February 28** at a regularly scheduled meeting of the governing body. This report must include:

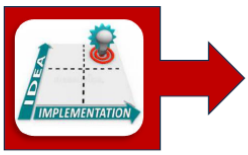
- **All available mid-year outcome data** related to the metrics identified in the current year's LCAP
- **All available mid-year expenditure and implementation data** for actions identified in the current year's LCAP

Report Requirements

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

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

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



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

Los Angeles County Office of Education

Final Considerations

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

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

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

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

Los Angeles County Office of Education

LCAP Development Process

The MPS Home Office collaborates closely with school leadership teams to ensure that each school's LCAP includes schoolwide goals, annual measurable outcomes, and specific actions aligned to the eight state priorities, and that schools meaningfully engage their educational partners throughout the process.

Throughout the year, the Home Office provides periodic updates on both LCAP outcome metrics and expenditure data to help schools monitor progress toward LCAP goals and actions, guide data-informed discussions, share best practices, and plan next steps. These updates are shared during monthly school leader meetings, and school leaders, in turn, share progress and plans with their educational partners.

Specifically, the Data & Accountability Department publishes **quarterly LCAP updates**, which compare schools' progress on LCAP metrics against their targets and provide an organization-wide snapshot of progress.

As part of the LCAP development process, schools also administer educational partner surveys to gather feedback on school experiences. School leadership teams analyze these results to identify areas of greatest progress, areas of greatest need, and opportunities for improvement. Reflections and findings are shared with educational partners through various forums, including presentations at Board meetings (typically in April/May).

Additionally, school leadership teams present CA School Dashboard results and other school performance data at PAC and ELAC meetings throughout the year. The MPS Board and Academic Committee also receive regular updates on SBAC, CA School Dashboard, NWEA, and other LCAP-related data, including each school's glows, grows, and priority action steps.

LCAP Public Hearing & Adoption

The public hearing for the LCAP and school budgets will be held at the June 11, 2026 Board meeting. Adoption of the LCAP, local indicators, and school budgets will take place at the subsequent Board meeting on June 25, 2026.

Analysis:

MPS follows a robust, structured LCAP timeline that supports three interconnected purposes:

1. Comprehensive Strategic Planning
2. Meaningful Educational Partner Engagement
3. Accountability and Compliance

This timeline includes scheduled activities such as LCAP metric progress updates, data analysis meetings, goal analysis sessions, PAC meetings, and other key milestones that support schools in developing and refining their LCAPs. The Data & Accountability Department, in collaboration with other Home Office departments, provides training, monitors implementation of the timeline, and coordinates LCAP activities organization-wide.

From a budgeting perspective, school leadership teams work closely with the Finance Department to complete the LCAP estimated actual expenditures and next year's budgeted expenditures. All expenditures are entered into Adaptive Insights and coded by LCAP goal and action.

The finalized LCAP mid-year reports for each school are attached for the Board's review. As noted, MPS tracks progress on LCAP metrics four times per year and provides schools with quarterly updates to help them focus on areas of greatest need and opportunities for improvement. In addition to the school-level mid-year reports, an accompanying **slide deck** is included to provide an organization-wide snapshot of progress on LCAP metrics.

Impact:

The processes described above are integral to MPS's continuous improvement cycle. State law requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP. The mid-year update provides an opportunity for school leaders and educational partners to reflect on implementation progress, assess the effectiveness of actions, and identify next steps.

This reflection directly informs the annual update and goal analysis of the current LCAP and supports thoughtful planning for the development of next year's LCAP.

Budget Implications:

N/A (All LCAP-related expenditures have been included in each school's approved budget.)

Exhibits:

1. MPS LCAP Mid-Year Progress Overview 2025-26 (Slide Deck)
2. LCAP Mid-Year Report 2025-26 (one for each MSA)

MAGNOLIA PUBLIC SCHOOLS

MPS LCAP Mid-Year Progress Overview 2025-26

February 12, 2026

MPS LCAP Mid-Year Progress Overview

LCAP Mid-Year Report Requirements

LEAs shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents.

- **on or before February 28 of each year**
- at a **regularly scheduled meeting** of the governing board of the school district, governing body of the charter school or county board of education, as applicable.

Report Requirements

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

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

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

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

MPS LCAP Mid-Year Progress Overview

LCAP: Goals & Actions

Goals and Actions

Goal 1: BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high quality instructional materials, and appropriately maintained school facilities.	1. Teacher assignments and credentials 2. Instructional materials and technology 3. Clean and safe facilities that support learning 4. Healthy and nutritious meals 5. Well-orchestrated Home Office support services
Goal 2: EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.	1. Broad course of study and standards-based curriculum 2. Professional development for high-quality instruction 3. MTSS - Academic enrichment, intervention, and student support 4. Designated and integrated ELD programs and support for ELs 5. Support for students with disabilities
Goal 3: INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.	1. College/Career readiness programs and activities 2. STEM and GATE programs 3. Digital literacy and citizenship programs 4. Physical education, activity, and fitness 5. Additional programs and activities that support well-rounded education
Goal 4: CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.	1. Seeking family input for decision making 2. Building relationships and partnerships with families for student outcomes 3. MTSS - PBIS and SEL support 4. Annual educational partner surveys 5. Community outreach and partnerships

MPS LCAP Mid-Year Progress Overview

LCAP: Metrics

Goals and Actions

Goals:	Metrics:
Goal 1: Basic Services For A High-Quality Learning Environment	**1.1** Teaching assignments, **1.2** Instructional materials, **1.3** Facilities maintenance, **1.4** Teacher retention rate, **1.5** Teacher attendance rate
Goal 2: Excellence	**2.1** Student access to programs and services, **2.2** Classroom observations, **2.3** Class pass rate, **2.4** Performance on CAASPP: ELA, **2.5** Performance on the CA School Dashboard: ELA, **2.6** Performance on MAP: Reading (%), **2.7** Performance on MAP: Reading (CGI/CGP) **2.8** Performance on CAASPP: Math, **2.9** Performance on the CA School Dashboard: Math, **2.10** Performance on MAP: Math (%), **2.11** Performance on MAP: Math (CGI/CGP), **2.12** Performance on the CA School Dashboard: ELPI, **2.13** EL reclassification rate, **2.14** Performance on CAASPP: Science
Goal 3: Innovation	**3.1** Accelerated/Advanced math, **3.2** Computer/Technology course, **3.3** STEAM focused projects, **3.4** Performance on the CA School Dashboard: CCI, **3.5** Performance on CAASPP: ELA (Grade 11), **3.6** Performance on CAASPP: Math (Grade 11), **3.7** AP passing rate (all exam takers), **3.8** AP passing rate (seniors), **3.9** College coursework, **3.10** A-G rate, **3.11** CTE rate, **3.12** A-G and CTE rate, **3.13** Seal of Biliteracy, **3.14** Golden State Seal Merit Diploma, **3.15** Advanced or Honors MPS Diploma, **3.16** College acceptance rate (4-year or 2-year), **3.17** College acceptance rate (4-year), **3.18** College-Going rate
Goal 4: Connection	**4.1** Number of PAC meetings, **4.2** Number of ELAC meetings, **4.3** Number of family engagement activities, **4.4** Home visit rate, **4.5** Student attendance, **4.6** Performance on the CA School Dashboard: Chronic Absenteeism, **4.7** MS dropout rate, **4.8** HS dropout rate, **4.9** Performance on the CA School Dashboard: Graduation Rate, **4.10** Performance on the CA School Dashboard: Suspension Rate, **4.11** Student expulsion rate, **4.12** Survey participation rates, **4.13** Average approval rate on surveys, **4.14** Overall satisfaction rates on surveys, **4.15** Student retention rate

***Note**: Data for 52 metrics (or 93, including supplementary metrics) are updated quarterly.*
By the end of Quarter 2 (mid-year), 46 metrics (49%) rely on prior-year data, while 47 metrics (51%) reflect current-year data.
By the end of Quarter 4 (end of year), 29 metrics (31%) rely on prior-year data, while 64 metrics (69%) reflect current-year data.

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MPS LCAP Mid-Year Progress Overview

What Is in the LCAP Mid-Year Report?

Goal 4

Goal Description

CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 8		2025-26: (As of 1/23/26) 4	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 4	2024-25: (As of 6/5/25) 4		2025-26: (As of 1/23/26) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 50	2024-25: (As of 6/5/25) 81		2025-26: (As of 1/23/26) 42	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 28.9%	2024-25: (As of 6/5/25) 30.3%		2025-26: (As of 1/23/26) 14.8%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 94.21%	2024-25 P-2 ADA: (Months 1-8) 94.58%		2025-26 P-1 ADA: (Months 1-5) 95.08%	2026-27: (P-2 ADA) >= 92.00%

Implementation Level

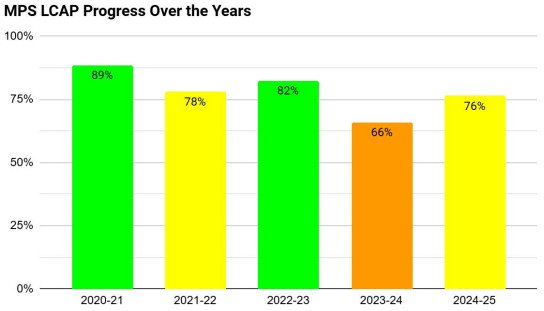
- Not Implementing
- Ongoing Implementation
- Planned
- Partially Implemented
- Fully Implemented

Goal #	Action #	Action Title and Description	Contributing		Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3		MTSS - PBIS and SEL support Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill	No Yes		Ongoing Implementatio			$519,095.63	$ 239,601.21

MPS LCAP Mid-Year Progress Overview

LCAP Mid-Year (Quarter 2) Metrics Update

LCAP Year: 2025-26		MPS	MSA-1	MSA-2	MSA-3	MSA-4	MSA-5	MSA-6	MSA-7	MSA-BELL	MSA-SD	MSA-SA	MSA-OC
Measuring and Reporting Results Progress - SUMMARY		53	43	45	40	49	64	45	46	33	52	58	12
		14	17	16	14	10	7	7	4	12	4	8	1
		21	26	27	34	25	17	9	9	15	3	22	10
		5	5	5	5	9	5	32	34	33	34	5	70
Updated on 1/23/26		68%	59%	60%	53%	64%	77%	80%	81%	65%	92%	70%	54%
State Priority:	Metric:												
Goal 1:	BASIC SERVICES FOR A HIGH-QUALITY LEARNING ENVIRONMENT: All students and staff will have access to a safe, secure, healthy, and high-quality learning and working environment. Students will receive high-quality services that are fundamental to academic success, including fully credentialed teachers, standards-aligned and high-quality instructional materials, and appropriately maintained school facilities.												
1.1 SP1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" *(Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)*	P	P	N	P	N	N	Y	Y	P	Y	Y	N/A
1.2 SP1	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home *(Source: Local Indicator Priority 1)*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.3 SP1	Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies) *(Source: Local Indicator Priority 1)*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
1.4 SP6	Teacher retention rate *(Source: HRIS)*	Y	P	P	N	N	Y	P	Y	P	Y	Y	N/A
1.5 SP6	Teacher attendance rate *(Source: HRIS)*	Y	Y	P	Y	Y	Y	Y	Y	P	Y	Y	Y



***Note**: The current LCAP cycle began with the 2024-25 school year.*

ORGANIZATIONAL PRIORITY #3

Meet all Local Control and Accountability Plan (LCAP) goals as measured by the metrics that MPS uses to track progress toward the expected outcomes (Meet 80% or more of the targets, with the ultimate goal of 100%)

Target: **2025-26: ≥ 80%**

Actual: **2022-23: 82%**
2023-24: 66%
2024-25: 76%
2025-26: 68% (Mid-Year)

LCAP Year: 2025-26	Measuring and Reporting Results Progress - PERCENTAGE			
	10/17/25: Q1 - Progress	1/23/26: Q2 - Progress	3/20/26: Q3 - Progress	5/15/26: Q4 - Progress
MSA-1	63%	59%		
MSA-2	59%	60%		
MSA-3	53%	53%		
MSA-4	63%	64%		
MSA-5	76%	77%		
MSA-6	72%	80%		
MSA-7	80%	81%		
MSA-BELL	57%	65%		
MSA-SD	89%	92%		
MSA-SA	63%	70%		
MSA-OC	55%	54%		
MPS	66%	68%		

MPS LCAP Mid-Year Progress Overview

On Target?	Metrics:
Y (37 metrics)	**GOAL 1:** **1.2** Instructional materials, **1.3** Facilities maintenance, **1.4** Teacher retention rate, **1.5** Teacher attendance rate **GOAL 2:** **2.1** Student access to programs and services, **2.5** Performance on the CA School Dashboard: ELA, **2.6** Performance on MAP: Reading (%), **2.7** Performance on MAP: Reading (CGI/CGP), **2.9** Performance on the CA School Dashboard: Math, **2.10** Performance on MAP: Math (%), **2.11** Performance on MAP: Math (CGI/CGP), **2.13** EL reclassification rate **GOAL 3:** **3.1** Accelerated/Advanced math, **3.2** Computer/Technology course, **3.3** STEAM focused projects, **3.4** Performance on the CA School Dashboard: CCI, **3.5** Performance on CAASPP: ELA (Grade 11), **3.7** AP passing rate (all exam takers), **3.8** AP passing rate (seniors), **3.9** College coursework, **3.13** Seal of Biliteracy, **3.14** Golden State Seal Merit Diploma, **3.16** College acceptance rate (4-year or 2-year), **3.17** College acceptance rate (4-year), **3.18** College-Going rate **GOAL 4:** **4.2** Number of ELAC meetings, **4.3** Number of family engagement activities, **4.4** Home visit rate, **4.5** Student attendance, **4.7** MS dropout rate, **4.8** HS dropout rate, **4.9** Performance on the CA School Dashboard: Graduation Rate, **4.11** Student expulsion rate, **4.12** Survey participation rates (Students), **4.13** Average approval rate on surveys (Families), **4.14** Overall satisfaction rates on surveys (Families), **4.15** Student retention rate
P (11 metrics)	**GOAL 1:** **1.1** Teaching assignments **GOAL 2:** **2.4** Performance on CAASPP: ELA, **2.8** Performance on CAASPP: Math, **2.12** Performance on the CA School Dashboard: ELPI **GOAL 3:** **3.10** A-G rate, **3.15** Advanced or Honors MPS Diploma **GOAL 4:** **4.1** Number of PAC meetings, **4.6** Performance on the CA School Dashboard: Chronic Absenteeism, **4.10** Performance on the CA School Dashboard: Suspension Rate, **4.13** Average approval rate on surveys (Students), **4.14** Overall satisfaction rates on surveys (Students)
N (10 metrics)	**GOAL 2:** **2.2** Classroom observations, **2.3** Class pass rate, **2.14** Performance on CAASPP: Science **GOAL 3:** **3.6** Performance on CAASPP: Math (Grade 11), **3.11** CTE rate, **3.12** A-G and CTE rate **GOAL 4:** **4.12** Survey participation rates (Families), **4.12** Survey participation rates (Staff), **4.13** Average approval rate on surveys (Staff), **4.14** Overall satisfaction rates on surveys (Staff)

5-Step LCAP Data Review & Goal Analysis Process

Data & Accountability Dept.

STEP 1 – ANALYZE Analyze data findings

Review Dashboard and local data to identify trends, patterns, and priority student groups.

STEP 2 – IDENTIFY Identify relevant LCAP actions

Determine which LCAP actions are connected to the data findings.

STEP 3 – ASSESS Assess implementation and resource use

Compare planned vs. actual implementation and note successes, challenges, and budget differences.

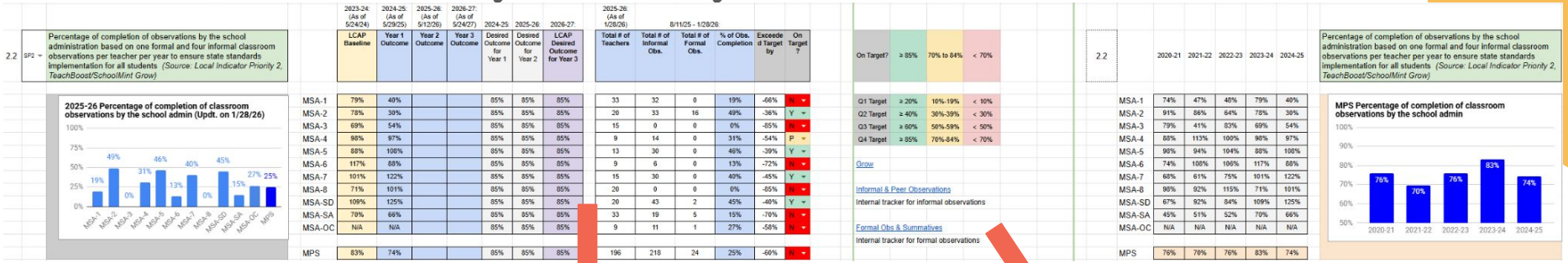
STEP 4 – EVALUATE Evaluate action effectiveness and determine needed changes

Assess whether the actions were effective and identify needed adjustments for next year.

STEP 5 – DOCUMENT Document findings, reflections, and next steps for the LCAP

Compile the summary needed for the LCAP Plan Summary and Goal Analysis sections.

STEP 1 – ANALYZE *Analyze data findings*



2.2 SP2 — Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students *(Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)*

2025-26 Percentage of completion of classroom observations by the school admin (Updt. on 1/28/26)

	2023-24: (As of 5/24/24) LCAP Baseline	2024-25: (As of 5/29/25) Year 1 Outcome	2025-26: (As of 5/12/26) Year 2 Outcome	2026-27: (As of 5/24/27) Year 3 Outcome	2024-25: Desired Outcome for Year 1	2025-26: Desired Outcome for Year 2	2026-27: LCAP Desired Outcome for Year 3	2025-26: (As of 1/28/26) Total # of Teachers	8/11/25 - 1/28/26: Total # of Informal Obs.	Total # of Formal Obs.	% of Obs. Completion	Exceeded Target by	On Target ?
MSA-1	79%	40%			85%	85%	85%	33	32	0	19%	-66%	N
MSA-2	78%	30%			85%	85%	85%	20	33	16	49%	-36%	Y
MSA-3	69%	54%			85%	85%	85%	15	0	0	0%	-85%	N
MSA-4	98%	97%			85%	85%	85%	9	14	0	31%	-54%	P
MSA-5	88%	108%			85%	85%	85%	13	30	0	46%	-39%	Y
MSA-6	117%	88%			85%	85%	85%	9	6	0	13%	-72%	N
MSA-7	101%	122%			85%	85%	85%	15	30	0	40%	-45%	Y
MSA-8	71%	101%			85%	85%	85%	20	0	0	0%	-85%	N
MSA-SD	109%	125%			85%	85%	85%	20	43	2	45%	-40%	Y
MSA-SA	70%	66%			85%	85%	85%	33	19	5	15%	-70%	N
MSA-OC	N/A	N/A			85%	85%	85%	9	11	1	27%	-58%	N
MPS	83%	74%			85%	85%	85%	196	218	24	25%	-60%	N

On Target?	≥ 85%	70% to 84%	< 70%
Q1 Target	≥ 20%	10%-19%	< 10%
Q2 Target	≥ 40%	30%-39%	< 30%
Q3 Target	≥ 60%	50%-59%	< 50%
Q4 Target	≥ 85%	70%-84%	< 70%

Grow

Informal & Peer Observations
Internal tracker for informal observations

Formal Obs & Summatives
Internal tracker for formal observations

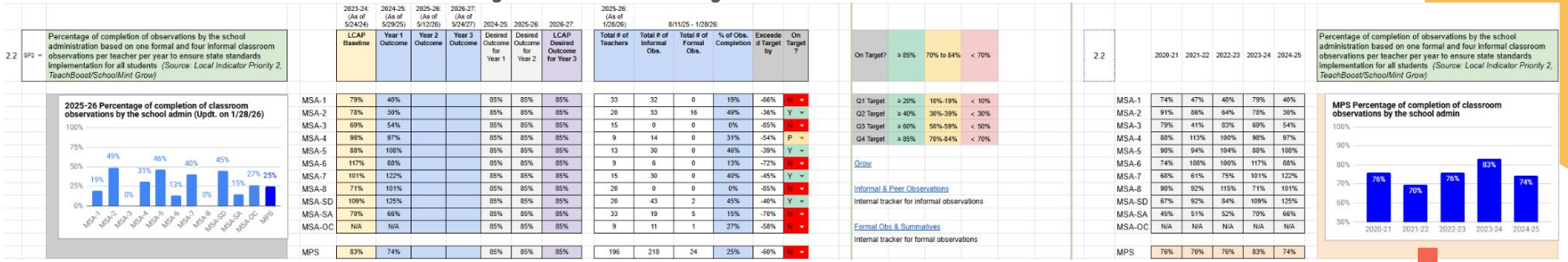
2.2	2020-21	2021-22	2022-23	2023-24	2024-25
MSA-1	74%	47%	40%	79%	40%
MSA-2	91%	86%	84%	78%	30%
MSA-3	79%	41%	83%	69%	54%
MSA-4	88%	113%	100%	98%	97%
MSA-5	98%	94%	104%	88%	108%
MSA-6	74%	108%	100%	117%	88%
MSA-7	68%	61%	75%	101%	122%
MSA-8	98%	92%	115%	71%	101%
MSA-SD	67%	92%	84%	109%	125%
MSA-SA	45%	51%	52%	70%	66%
MSA-OC	N/A	N/A	N/A	N/A	N/A
MPS	76%	70%	76%	83%	74%

Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students *(Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)*

MPS Percentage of completion of classroom observations by the school admin

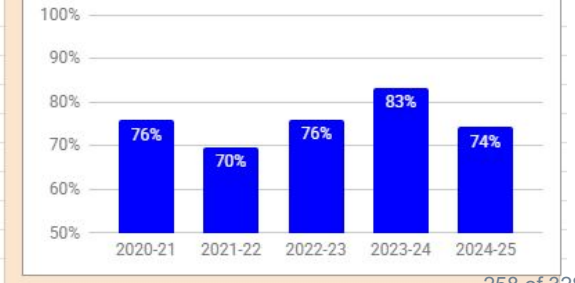
Metric 2.2: Classroom observations

STEP 1 – ANALYZE Analyze data findings



2.2		2020-21	2021-22	2022-23	2023-24	2024-25
	MSA-1	74%	47%	48%	79%	40%
	MSA-2	91%	86%	64%	78%	30%
	MSA-3	79%	41%	83%	69%	54%
	MSA-4	88%	113%	100%	98%	97%
	MSA-5	98%	94%	104%	88%	108%
	MSA-6	74%	108%	106%	117%	88%
	MSA-7	68%	61%	75%	101%	122%
	MSA-8	98%	92%	115%	71%	101%
	MSA-SD	67%	92%	84%	109%	125%
	MSA-SA	45%	51%	52%	70%	66%
	MSA-OC	N/A	N/A	N/A	N/A	N/A
	MPS	76%	70%	76%	83%	74%

Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students *(Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)*



Metric 2.2: Classroom observations

STEP 2 – IDENTIFY Identify relevant LCAP actions

Goal 2:	**EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.**
Why?	Charter School desires that all our students pursue academic excellence and be college/career ready. Effective core curriculum and instruction are central to academic success. Therefore, Charter School will ensure that all students, including but not limited to, ELs, students with disabilities, socioeconomically disadvantaged/low-income students, and students achieving below grade level, have access to a high-quality core curricular and instructional program with appropriate services and support. Targeted interventions will be utilized to create a high quality differentiated environment where students are supported to engage at their optimal levels. Charter School will also provide professional development to staff to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Charter School will implement the actions listed under this goal and use the indicated metrics, such as CAASPP assessment results, to measure progress in achievement of academic excellence and college/career readiness.

Actions

Action #	Title	Contributing	Scope	Unduplicated Student Group(s)	Location	Time Span	State Priority
1	Broad course of study and standards-based curriculum	no	n/a	n/a	n/a	ongoing	2, 7

Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule.

2	Professional development for high-quality instruction	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	2

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

3	MTSS - Academic enrichment, intervention, and student support	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	2, 4, 8

Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at

2	Professional development for high-quality instruction	yes	LEA-wide	EL, FY, LI	All Schools	ongoing	2

Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs.

5-Step LCAP Data Review & Goal Analysis Process

Data & Accountability Dept.

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STEP 2 – IDENTIFY Identify relevant LCAP actions

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STEP 4 – EVALUATE Evaluate action effectiveness and determine needed changes

Assess whether the actions were effective and identify needed adjustments for next year.

STEP 5 – DOCUMENT Document findings, reflections, and next steps for the LCAP

Compile the summary needed for the LCAP Plan Summary and Goal Analysis sections.

In Preparation for the 2026-27 LCAP...

LCAP Annual Update Process

Goal Analysis Takeaways

REFLECT ANALYZE ADJUST INFORM

Prompt 1

Implementation: Are the planned actions being implemented as described?

Prompt 2

Estimated Actuals: Is spending consistent with budgeted expenditures?

Prompt 3

Effectiveness or Ineffectiveness: Are the actions resulting in the outcomes desired for the goal?

Prompt 4

Changes: How will the goal, metrics, outcomes, or actions for the 2026-27 LCAP be changed based on what was learned?

Public Hearing & Adoption for the 2026-27

... in June 2026

MPS LCAP Mid-Year Progress Overview 2025-26

Q & A

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 74.1%	2022-23: 71.4%		2023-24: 76.4%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%	2024-25 (As of 6/5/25): 0%		2025-26 (As of 1/23/26): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2025-26 (As of 1/23/26): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 74%	2024-25: (Fall 2023 to Fall 2024) 84%		2025-26: (Fall 2024 to Fall 2025) 77%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.1%	2024-25: (As of 5/31/25) 94.5%		2025-26: (As of 1/23/26): 96.0%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation			$50,509.00	$25,890.91
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional,	No	Ongoing Implementation			$749,554.12	$395,459.76

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: Technology and NonCapital Equipment. The following expenditures will be funded by federal Title funds: -NonCapEquip: Resource: Title IV, Part A; Amount: $2,891						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance	No	Ongoing Implementation			$3,191,642.17	$1,589,951.85

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: Classified Support, Staff Benefits, Professional Services, Custodial Supplies, Rent & Leases, and building utilities and maintenance. The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter	Yes	Ongoing Implementation			$60,561.00	$24,348.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: Food and Office Supplies. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4. Expenditures associated with this action include the following: CMO Fees, Professional Services, Legal, Audit & CPA, Oversight fees, and Interest Expenses. The following expenditures will be funded by federal Title funds:	No	Ongoing Implementation			$1,284,225.00	$656,243.33

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	5800 Professional Services 5800_Cons Non Personnel Federal 3010 Title I - $27,859						

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 79%	2024-25: (As of 5/29/25) 40%		2025-26: (As of 1/28/26) 16%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 70%	2024-25: (First semester) 60%		2025-26: (First Semester) 63%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 33.01% -English Learners: 0.00% -Socioeconomically Disadvantaged: 31.44% -Students with Disabilities: 11.11% -Asian: 50.00%	2023-24: -All Students: 38.34% -English Learners: 0.97% -Socioeconomically Disadvantaged: 37.47% -Students with Disabilities: 14.52% -Asian: 72.22%		2024-25: -All Students: 34.42% -English Learners: 4.85% -Socioeconomically Disadvantaged: 33.15% -Students with Disabilities: 13.72% -Asian: 72.22%	2025-26: -All Students: >= 40.00% -English Learners: >=5.00% -Socioeconomically Disadvantaged: >= 39.00% -Students with Disabilities: >= 15.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Hispanic: 31.26% -White: 45.45%	-Hispanic: 34.69% -White: 50.50%		-Hispanic: 30.27% -White: 54.54%	-Asian: >= 50.00% -Hispanic: >= 39.00% -White: >= 50.00%
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 41.1 points below standard -English Learners: 107.2 points below standard -Socioeconomically Disadvantaged: 45.7 points below standard -Students with Disabilities: 114.1 points below standard -Asian: 4.5 points below standard -Hispanic: 46.7 points below standard -White: 2.8 points above standard	2023-24: (2024 Dashboard) -All Students: 31.4 points below standard -English Learners: 106.8 points below standard -Socioeconomically Disadvantaged: 34.8 points below standard -Students with Disabilities: 109.3 points below standard -Hispanic: 41.4 points below standard -White: 2.3 points above standard		2024-25: (2025 Dashboard) -All Students: 42.3 points below standard -English Learners: 91.0 points below standard -Socioeconomically Disadvantaged: 45.3 points below standard -Students with Disabilities: 109.9 points below standard -Hispanic: 50.1 points below standard -White: 5.1 points below standard	2025-26: (2026 Dashboard) -All Students: 32.0 points below standard -English Learners: 92.0 points below standard -Socioeconomically Disadvantaged: 36.0 points below standard -Students with Disabilities: 99.0 points below standard -Hispanic: 36.0 points below standard -White: 6.0 points above standard
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 57.9% -English Learners: 50.4% -Socioeconomically Disadvantaged: 57.3% -Students with Disabilities: 58.1% -Hispanic: 57.3% -White: *	2024-25: (Fall to Spring) -All Students: 53.1% -English Learners: 51.7% -Socioeconomically Disadvantaged: 51.7% -Students with Disabilities: 57.1% -Hispanic: 51.5% -White: 76.0%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national	2023-24: (Fall to Spring) • All Students: CGI: 1.13 (CGP: 87th percentile)	2024-25: (Fall to Spring) • All Students: CGI: 0.89 (CGP: 81st percentile)		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	growth norms (Source: NWEA MAP)	• English Learners: CGI: 1.25 (CGP: 89th percentile) • Socioeconomically Disadvantaged: CGI: 1.09 (CGP: 86th percentile) • Students with Disabilities: CGI: 1.81 (CGP: 96th percentile) • Hispanic: CGI: 1.12 (CGP: 87th percentile) • White: *	• English Learners: CGI: 1.96 (CGP: 97th percentile) • Socioeconomically Disadvantaged: CGI: 0.83 (CGP: 80th percentile) • Students with Disabilities: CGI: 2.68 (CGP: 100th percentile) • Hispanic: CGI: 0.72 (CGP: 76th percentile) • White: CGI: 0.85 (CGP: 80th percentile)			-Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 23.53% -English Learners: 0.00% -Socioeconomically Disadvantaged: 21.96% -Students with Disabilities: 3.64% -Asian: 38.46% -Hispanic: 22.28% -White: 28.57%	2023-24: -All Students: 24.73% -English Learners: 5.18% -Socioeconomically Disadvantaged: 23.34% -Students with Disabilities: 4.76% -Asian: 55.56% -Hispanic: 20.29% -White: 52.63%		2024-25: -All Students: 23.27% -English Learners: 1.83% -Socioeconomically Disadvantaged: 20.87% -Students with Disabilities: 5.88% -Asian: 50.00% -Hispanic: 19.46% -White: 41.66%	2025-26: -All Students: >= 28.00% -English Learners: >= 7.00% -Socioeconomically Disadvantaged: >= 27.00% -Students with Disabilities: >= 10.00% -Asian: >= 40.00% -Hispanic: >= 27.00% -White: >= 30.00%
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the	2022-23: (2023 Dashboard)	2023-24: (2024 Dashboard)		2024-25: (2025 Dashboard)	2025-26: (2026 Dashboard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	CA School Dashboard (Source: CA School Dashboard)	-All Students: 82.7 points below standard -English Learners: 140.6 points below standard -Socioeconomically Disadvantaged: 89.0 points below standard -Students with Disabilities: 161.8 points below standard -Asian: 40.1 points below standard -Hispanic: 89.0 points below standard -White: 37.2 points below standard	-All Students: 73.9 points below standard -English Learners: 122.8 points below standard -Socioeconomically Disadvantaged: 78.0 points below standard -Students with Disabilities: 157.4 points below standard -Hispanic: 83.2 points below standard -White: 9.9 points below standard		-All Students: 95.7 points below standard -English Learners: 133.4 points below standard -Socioeconomically Disadvantaged: 102.0 points below standard -Students with Disabilities: 163.2 points below standard -Hispanic: 105.9 points below standard -White: 30.6 points below standard	-All Students: 73.0 points below standard -English Learners: 125.0 points below standard -Socioeconomically Disadvantaged: 79.0 points below standard -Students with Disabilities: 144.0 points below standard -Hispanic: 79.0 points below standard -White: 28.0 points below standard
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 61.1% -English Learners: 62.1% -Socioeconomically Disadvantaged: 60.1% -Students with Disabilities: 53.5% -Hispanic: 59.4% -White: *	2024-25: (Fall to Spring) -All Students: 60.2% -English Learners: 58.7% -Socioeconomically Disadvantaged: 59.4% -Students with Disabilities: 55.1% -Hispanic: 59.2% -White: 64.0%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.56 (CGP: 94th percentile) • English Learners: CGI: 2.75 (CGP: 100th percentile) • Socioeconomically	2024-25: (Fall to Spring) • All Students: CGI: 2.09 (CGP: 98th percentile) • English Learners: CGI: 2.55 (CGP: 99th percentile) • Socioeconomically Disadvanta		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Disadvantaged: CGI: 1.46 (CGP: 93rd percentile) • Students with Disabilities: CGI: 1.61 (CGP: 95th percentile) • Hispanic: CGI: 1.49 (CGP: 93rd percentile) • White: *	ged: CGI: 2.05 (CGP: 98th percentile) • Students with Disabilities: CGI: 3.71 (CGP: 100th percentile) • Hispanic: CGI: 2.11 (CGP: 98th percentile) • White: CGI: 1.83 (CGP: 97th percentile)			(CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 55.4%	2023-24: (2024 Dashboard) 23.3%		2024-25: (2025 Dashboard) 40.7%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 18.2%	2023-24: (Internal) 7.7%		2024-25: (Internal) 8.0%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 5.6% -English Learners: 0.00% -Socioeconomically Disadvantaged: 5.26% -Students with Disabilities: 0.00% -Hispanic: 5.22%	2023-24: -All Students: 21.84% -English Learners: 0.00% -Socioeconomically Disadvantaged: 21.27% -Students with Disabilities: 2.22% -Hispanic: 19.18% -White: 0.00%		2024-25: -All Students: 21.61% -English Learners: 0.00% -Socioeconomically Disadvantaged: 19.18% -Students with Disabilities: 3.57% -Hispanic: 19.64% -White: 41.66%	2025-26: -All Students: >= 20.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: >= 8.00% -Hispanic: >= 20.00% -White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation			$3,216,090.58	$1,469,451.37
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in	Yes	Ongoing Implementation			$186,244.31	$93,780.14

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and Teacher Salaries. The following expenditures will be funded by federal Title funds: -Certified Pupil Support Salaries: Title I, Part A ESEA; Amount: $115,055.81 -Professional development expenses: Resource: Title II; Amount: $34,000						
2.3	**MTSS - Academic enrichment, intervention, and student support**	Yes	Ongoing Implementation			$1,321,864.95	$655,370.13

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Educational Software, Staff benefits, Administrator and Teacher salaries. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I, Part A; Amount: $80,728.38 -Unemployment Insurance: Resource: Title I, Part A; Amount: $8501.52 -Health & Welfare Benefits: Resource: Title I, Part A; Amount: $18,718.15 -OASDI/Medicare: Resource: Title I, Part A; Amount: $1,454.41						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	-STRS: Resource: Title I, Part A; Amount: $19,158.06 -Teacher Salaries: Resource: Title I, Part A; Amount: $100,304 -Educational Software: Resource: Title IV: Amount $3,180 LREBG ACTION: The planned use of the unexpended LREBG funds aligns with Action 2.3, which focuses on implementing a Multi-Tiered System of Supports (MTSS) to deliver targeted academic and social-emotional interventions. Funds will support personnel costs associated with providing small group and one-on-one interventions, co-taught classes, extended learning opportunities, and collaborative support meetings to ensure student progress is consistently monitored and addressed.						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class	Yes	Ongoing Implementation			$186,068.41	$42,981.40

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: Professional Services. The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title III - LEP; Amount: $89,739 -2400 Clerical & Tech: Resource: 4201 Title III - Imm. Ed. Amount: 69,264.67 -3100 STRS: Resource: 4201 Title III - Imm. Ed. Amount: 13,234.01 -3300 OASDI/Medicare: Resource: 4201 Title III - Imm. Ed. Amount: 1,004.68 -3400 Health & Welfare Benefits: Resource: 4201 Title III - Imm. Ed. Amount: 12,479.62 -3500 Unemployment Insurance: Resource: 4201 Title III - Imm. Ed. Amount: 346.44						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized	No	Ongoing Implementation			$1,916,607.09	$935,003.21

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title IV, Part A ESEA; Amount: $8,000 -5869 SpEd Ctrct Inst: 3310 IDEA SPED ; Amount: $107,710.00						

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

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 9%	2024-25: (As of 6/5/25) 9%		2025-26: (As of the begging of second semester) 12%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100%		2025-26: (As of the beginning of second semester) 100%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of the beginning of second semester) 100%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.7%	2024-25: (As of 5/23/25) 61.2%		2024-25: (2025 Dashboard) 71.3%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 64.38%	2024-25: (As of 1/24/25) 49.17%		2024-25: 54.79%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college	2022-23: 24.66%	2024-25: (As of 5/23/25)		2024-25: 19.72%	2025-26: >= 35.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)		63.75%			
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 75.3%	2023-24: 73.1%		2024-25: 53.2%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 60.0%	2023-24: 66.7%		2024-25: 50.5%	2025-26: >= 55.0%
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 19.5%	2023-24: (2024 Dashboard) 31.2%		2024-25: (2025 Dashboard) 41.7%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23: (2023 Dashboard) 89.7%	2024-25: (As of 5/23/25) 92.9%		2024-25: (2025 Dashboard) 100.0%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 6/5/25) 0.00%		2024-25: (2025 Dashboard) 1.4%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 6/5/25 0.00%		2024-25: (2025 Dashboard) 1.0%	2025-26: (2026 Dashboard) >= 10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)					
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 26.0%	2024-25: (As of 5/23/25) 30.6%		2024-25: (CDE Dataquest) 30.6%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 45.2%	2024-25: (As of 5/23/25) 34.7%		2024-25: (CDE Dataquest) 34.7%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 53.3%	2024-25: (As of 5/23/25) 50.0%		2024-25: 50.0%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 88.0%	2024-25: (As of 5/23/25) 97%		2024-25: 97.0%	2026-27: >= 90%
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 76.0%	2024-25: (As of 5/23/25) 73%		2024-25: 73.0%	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 52.7%	Class of 2022: 54.3%		Class of 2023: 74.0%	Class of 2024: >= 60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high	Yes	Ongoing Implementation			$399,687.17	$187,101.48

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: Educational Software.. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I, Part A; Amount: $500						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core	Yes	Ongoing Implementation			$7,965.00	$1,537.80

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: Educational Software. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I, Part A; Amount: $7,965.00						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection,	Yes	Ongoing Implementation			$191,746.98	$132,667.47

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: Educational Software. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I, Part A; Amount: $3,000						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its	Yes	Ongoing Implementation			$553,022.19	$246,806.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE supplies expenses. The following expenditures will be funded by federal Title funds: -PE Supplies: Resource: Title IV, Part A; Amount: $15,000						
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter	Yes	Ongoing Implementation			$831,303.33	$403,824.83

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 5	2024-25: (As of 6/5/25) 8		2025-26: (As of the beginning of second semester) 3	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 3	2024-25: (As of 6/5/25) 2		2025-26: (As of the beginning of second semester) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 78	2024-25: (As of 6/5/25) 39		2025-26: (As of the beginning of second semester) 25	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 14.4%	2024-25: (As of 6/5/25) 6.7%		2025-26: (As of 1/23/26) 6.1%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.17%	2024-25 P-2 ADA: (Months 1-8) 92.39%		2025-26 P-1 ADA: (Months 1-5) 93.90%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 23.5%	2023-24: (2024 Dashboard) 21.6% 2024-25: (As of 6/5/25) 24.1%		2024-25: (2025 Dashboard) 24.1% 2025-26: (As of 10/17/25) 18.5%	2025-26: (2026 Dashboard) <= 20.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25: (As of 6/5/25) 2.4%		2025-26: (As of 1/23/26) 0.8%	2026-27: <= 2.0%
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 2.6%	2023-24: (CDE DataQuest) 0.0% 2024-25: (As of 6/5/25) 1.0%		2024-25: (CDE DataQuest) N/A 2025-26: (As of the beginning of second semester) 3.0%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 94.9%	2023-24: (2024 Dashboard) 97.4% 2024-25: (As of 5/25/25) 100.0%		2024-25: (2025 Dashboard) 96.1% 2025-26: (As of the beginning of second semester) 100.0%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 3.5%	2023-24: (2024 Dashboard) 2.5% 2024-25: (As of 5/28/25) 4.7%		2024-25: (2025 Dashboard) 5.0% 2025-26: (As of 1/20/26) 0.7%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.13% 2024-25: (As of 5/28/25) 0.0%		2024-25: (CDE DataQuest) N/A 2025-26: (As of 1/20/26) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 99.3% Families: 91.0% Staff: 100.0%	2024-25: Students: 96.1% Families: 42.7% Staff: 88.0%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 55.0% Families: 92.0% Staff: 70.0%	2024-25: Students: 54% Families: 91% Staff: 53%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 62% Families: 95% Staff: 77%	2024-25: Students: 65% Families: 89% Staff: 48%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 84.38%	2024-25: (Spring 2024 to Fall 2024) 86%		2025-26: (Spring 2025 to Fall 2025) 76%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school	Yes	Ongoing Implementation			$275.00	$140.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: 5940: Technology. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful	Yes	Ongoing Implementation			$377,199.76	$191,166.31

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Professional Services, Unemployment Insurance, OASDI/Medicare, STRS, and Teacher Salaries. The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title I, Part A; Amount: $9,001 -Unemployment Insurance: Resource: Title I, Part A; Amount: $55 -OASDI/Medicare: Resource: Title I, Part A; Amount: $159.5 -STRS: Resource: Title I, Part A; Amount: $2,101 -Teacher Salaries: Resource: Title I, Part A; Amount: $11,000						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster	Yes	Ongoing Implementation			$569,788.39	$313,257.24

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Instructional Materials & Supplies. The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Resource: Title I, Part A; Amount: $5,000						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and	Yes	Planned			$3,500.00	$1,794.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: 5800 Professional Services 3010 Title I: $3,500						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively	Yes	Ongoing Implementation			$629,125.72	$254,317.86

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Corresponding personnel salaries, Marketing expenditures, professional services, membership fees. The following expenditures will be funded by federal Title funds: N/A						

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$11,551,316	$5,902,722
LCFF Supplemental/Concentration Grants	$3,179,219	$1,624,580

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 72.5%	2022-23: 63.2%		2023-24: 63.9%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%	2024-25 (As of 6/5/25): 0%		2025-26 (As of 1/23/26): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2025-26 (As of 1/23/26): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 78%	2024-25: (Fall 2023 to Fall 2024) 75%		2025-26: (Fall 2024 to Fall 2025) 79%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.4%	2024-25: (As of 5/31/25) 93.7%		2025-26: (As of 12/19/25): 93.9%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation			$30,502.00	$15,635.33
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional,	No	Ongoing Implementation			$494,584.35	$229,174.86

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: -Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: $22,909						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure	No	Ongoing Implementation			$2,022,775.68	$1,035,342.99

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-	Yes	Ongoing Implementation			$19,126.00	$9,803.99

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human	No	Ongoing Implementation			$1,222,013.00	$620,942.11

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

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 78%	2024-25: (As of 5/29/25) 30%		2025-26: (As of 1/28/26) 49%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 55%	2024-25: (First semester) 49%		2025-26: (First semester) 46%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 42.73% -English Learners: 0.00% -Socioeconomically Disadvantaged: 39.81% -Students with Disabilities: 21.66% -Asian: *	2023-24: -All Students: 30.33% -English Learners: 3.64% -Socioeconomically Disadvantaged: 28.45% -Students with Disabilities: 13.11% -Hispanic: 28.75%		2024-25: -All Students: 35.82% -English Learners: 1.79% -Socioeconomically Disadvantaged: 35.56% -Students with Disabilities: 18.37% -Asian: *	2025-26: -All Students: >= 40.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 38.00% -Students with Disabilities: >= 20.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Hispanic: 40.98% -White: 50.0%	-White: 35.72%		-Hispanic: 34.26% -White: *	-Hispanic: >= 39.00% -White: >= 45.00%
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 19.3 points below standard -English Learners: 83.5 points below standard -Socioeconomically Disadvantaged: 26.4 points below standard -Students with Disabilities: 65.5 points below standard -Asian: * -Hispanic: 21.9 points below standard	2023-24: (2024 Dashboard) -All Students: 47.5 points below standard -English Learners: 91.7 points below standard -Socioeconomically Disadvantaged: 51.8 points below standard -Students with Disabilities: 86.6 points below standard -Hispanic: 51.7 points below standard -White: 22.6 points above standard		2024-25: (2025 Dashboard) -All Students: 31.9 points below standard -English Learners: 83.3 points below standard -Socioeconomically Disadvantaged: 32.6 points below standard -Students with Disabilities: 72.5 points below standard -Hispanic: 34.5 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 10.0 points below standard -English Learners: 70.0 points below standard -Socioeconomically Disadvantaged: 17.0 points below standard -Students with Disabilities: 56.0 points below standard -Hispanic: 12.0 points below standard -White: *
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 47.7% -English Learners: 40.0% -Socioeconomically Disadvantaged: 48.1% -Students with Disabilities: 41.9% -Hispanic: 47.3% -White: *	2024-25: (Fall to Spring) -All Students: 53.1% -English Learners: 50.0% -Socioeconomically Disadvantaged: 53.9% -Students with Disabilities: 55.8% -Hispanic: 52.5% -White: 60.0%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: -0.16 (CGP: 44th percentile) • English Learners:	2024-25: (Fall to Spring) • All Students: CGI: 0.48 (CGP: 68th percentile) • English Learners: CGI: 1.65		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		CGI: 0.60 (CGP: 73rd percentile) • Socioeconomically Disadvantaged: CGI: -0.25 (CGP: 40th percentile) • Students with Disabilities: CGI: -0.30 (CGP: 38th percentile) • Hispanic: CGI: -0.38 (CGP: 35th percentile) • White: *	(CGP: 95th percentile) • Socioeconomically Disadvantaged: CGI: 0.55 (CGP: 71st percentile) • Students with Disabilities: CGI: 0.69 (CGP: 76th percentile) • Hispanic: CGI: 0.40 (CGP: 66th percentile) • White: CGI: 1.68 (CGP: 95th percentile)			>= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 25.66% -English Learners: 2.44% -Socioeconomically Disadvantaged: 22.73% -Students with Disabilities: 13.33% -Asian: * -Hispanic: 25.0% -White: 25.0%	2023-24: -All Students: 13.76% -English Learners: 3.64% -Socioeconomically Disadvantaged: 12.57% -Students with Disabilities: 4.92% -Hispanic: 12.19% -White: 14.29%		2024-25: -All Students: 13.18% -English Learners: 1.79% -Socioeconomically Disadvantaged: 12.77% -Students with Disabilities: 10.20% -Asian: * -Hispanic: 12.39% -White: *	2025-26: -All Students: >= 28.00% -English Learners: >= 7.00% -Socioeconomically Disadvantaged: >= 27.00% -Students with Disabilities: >= 15.00% -Hispanic: >= 28.00% -White: >= 28.00%
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 62.9 points below standard -English Learners: 115.3 points below standard	2023-24: (2024 Dashboard) -All Students: 110.4 points below standard -English Learners: 161.3 points below standard		2024-25: (2025 Dashboard) -All Students: 104.5 points below standard -English Learners: 141.6 points below standard	2025-26: (2026 Dashboard) -All Students: 53.0 points below standard -English Learners: 100.0 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Socioeconomically Disadvantaged: 70.9 points below standard -Students with Disabilities: 114.7 points below standard -Asian: * -Hispanic: 66.9 points below standard -White: 51.2 points below standard	-Socioeconomically Disadvantaged: 115.0 points below standard -Students with Disabilities: 147.9 points below standard -Hispanic: 115.7 points below standard -White: 96.0 points below standard		-Socioeconomically Disadvantaged: 105.5 points below standard -Students with Disabilities: 100.9 points below standard -Hispanic: 106.8 points below standard -White: *	-Socioeconomically Disadvantaged: 61.0 points below standard -Students with Disabilities: 100.0 points below standard -Hispanic: 57.0 points below standard -White: 42.0 points below standard
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 48.8% -English Learners: 48.5% -Socioeconomically Disadvantaged: 49.6% -Students with Disabilities: 50.0% -Hispanic: 49.9% -White: *	2024-25: (Fall to Spring) -All Students: 61.4% -English Learners: 61.5% -Socioeconomically Disadvantaged: 63.0% -Students with Disabilities: 67.5% -Hispanic: 62.2% -White: 60.0%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 0.51 (CGP: 69th percentile) • English Learners: CGI: 0.67 (CGP: 75th percentile) • Socioeconomically Disadvantaged: CGI: 0.51 (CGP: 69th percentile) • Students with	2024-25: (Fall to Spring) • All Students: CGI: 1.07 (CGP: 86th percentile) • English Learners: CGI: 1.26 (CGP: 90th percentile) • Socioeconomically Disadvantaged: CGI: 1.16 (CGP: 88th percentile) • Students with		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Disabilities: CGI: 0.10 (CGP: 54th percentile) • Hispanic: CGI: 0.53 (CGP: 70th percentile) • White: *	Disabilities: CGI: 2.36 (CGP: 99th percentile) • Hispanic: CGI: 1.12 (CGP: 87th percentile) • White: CGI: 0.14 (CGP: 56th percentile)			-White: CGI >= 0 (CGP >= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 60.0%	2023-24: (2024 Dashboard) 32.4%		2024-25: (2025 Dashboard) 41.9%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 25.3%	2023-24: (Internal) 3.7%		2024-25: (Internal) 15.6%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 24.00% -English Learners: 0.00% -Socioeconomically Disadvantaged: 20.77% -Students with Disabilities: 7.41% -Hispanic: 20.61%	2023-24: -All Students: 19.35% -English Learners: 0.00% -Socioeconomically Disadvantaged: 18.49% -Students with Disabilities: 2.86% -Hispanic: 16.43% -White: 0.00%		2024-25: -All Students: 18.88% -English Learners: 0.00% -Socioeconomically Disadvantaged: 17.29% -Students with Disabilities: 4.76% -Hispanic: 17.97% -White: *	2025-26: -All Students: >= 25.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 22.00% -Students with Disabilities: >= 10.00% -Hispanic: >= 22.00% -White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation			$1,861,109.78	$970,291.49
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to	Yes	Ongoing Implementation			$65,678.00	$33,666.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Professional development - Resource: Title II; Amount: $4,500 -Professional development - other expenses: Resource: Title IV, Part A ESEA (ESSA); Amount: $26,145						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and	Yes	Ongoing Implementation			$529,402.25	$277,961.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title I; Amount: $4,500						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	-Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: $3,180 -Educational Software: Resource: Title I; Amount: $43,319.79 -Intervention Teacher & Cert. Admin salary and benefits: Resource: Title I; Amount: $91,635.55						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program	Yes	Ongoing Implementation			$1,000.00	$512.60

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title I; Amount: $1,000						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress	No	Ongoing Implementation			$1,112,943.77	$491,006.21

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

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 14%	2024-25: (As of 6/5/25) 16%		2025-26: (As of start of second semester) 14%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of start of second semester) 100%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100%		2025-26: (As of start of second semester) 100%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 81.6%	2024-25: (As of 5/23/25) 60.7%		2024-25: (2025 Dashboard) 65.5%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 74.47%	2024-25: (As of 5/23/25) 52.38%		2024-25: 61.9%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college preparedness pursuant to the	2022-23: 51.06%	2024-25: (As of 5/23/25) 40.15%		2024-25: 14.63%	2025-26: >= 35.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)					
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 84.6%	2023-24: 72.7%		2024-25: 66.7%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 17.0%	2023-24: 37.8%		2024-25: 44.6%	2025-26: >= 55.0%
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 59.2%	2023-24: (2024 Dashboard) 51.2%		2024-25: (2025 Dashboard) 63.2%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 91.8%	2024-25: (As of 5/23/25) 96.4%		2024-25: (2025 Dashboard) 100.0%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)					
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 2.1%	2024-25: (As of 5/23/25) 23.2%		2024-25: (CDE Dataquest) 22.4%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 55.3%	2024-25: (As of 5/23/25) 35.7%		2024-25: (CDE Dataquest) 34.5%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 47.7%	2024-25: (As of 5/23/25) 39.3%		2024-25: 39.3%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 84%		2024-25: 84.0%	2026-27: >= 90%
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 82%	2024-25: (As of 5/23/25) 55%		2024-25: 55.0%	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 51.2%	Class of 2022: 39.0%		Class of 2023: 72.3	Class of 2024: >= 60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer	Yes	Ongoing Implementation			$162,156.71	$107,073.87

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: N/A						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and	Yes	Ongoing Implementation			$3,500.00	$1,794.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I; Amount: $2,000 -Educational Software: Resource: Title IV, Part A ESEA (ESSA); Amount: $1,500						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand	Yes	Ongoing Implementation			$107,484.78	$35,525.45

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and	Yes	Ongoing Implementation			$194,446.68	$109,431.35

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A						
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the	Yes	Ongoing Implementation			$628,940.39	$298,784.61

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8	2024-25: (As of 6/5/25) 10		2025-26: (As of 1/23/26) 5	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 4	2024-25: (As of 6/5/25) 4		2025-26: (As of 1/23/26) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 45	2024-25: (As of 6/5/25) 45		2025-26: (As of 1/23/26) 21	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 4.4%	2024-25: (As of 6/5/25) 0.2%		2025-26: (As of 1/23/26) 0.2%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.3%	2024-25 P-2 ADA: (Months 1-8) 93.26%		2025-26 P-1 ADA: (Months 1-5) 94.36%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 21.3%	2023-24: (2024 Dashboard) 20.7% 2024-25: (As of 6/5/25) 18.7%		2024-25: (2025 Dashboard) 16.9% 2025-26: (As of 1/20/26) 16.7%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25: (As of 6/5/25) 0.0%		2025-26: (As of 1/23/26) 0.0%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.0% 2024-25: (As of 6/5/25) 0.0%		2024-25: (CDE DataQuest) 5.2% 2025-26: (As of 1/23/26) 2.4%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 95.9%	2023-24: (2024 Dashboard) 97.8% 2024-25: (As of 5/25/25) 100.0%		2024-25: (2025 Dashboard) 97.8% 2025-26: (As of 1/23/26) 100.0%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2023-24: (2024 Dashboard) 0.5% 2024-25: (As of 5/28/25) 2.2%		2024-25: (2025 Dashboard) 2.2% 2025-26: (As of 1/23/26) 0.4%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 5/28/25) 0.18%		2024-25: (CDE DataQuest) 0.18% 2025-26: (As of 1/23/26) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 100.0% Families: 100.0% Staff: 100.0%	2024-25: Students: 99.2% Families: 30.4% Staff: 70.4%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following	2023-24: Students: 57.0% Families: 90.0% Staff: 69.0%	2024-25: Students: 62% Families: 90% Staff: 59%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 65% Families: 95% Staff: 72%	2024-25: Students: 74% Families: 93% Staff: 49%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 86.46%	2024-25: (Spring 2024 to Fall 2024) 81%		2025-26: (Spring 2025 to Fall 2025) 81%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be	Yes	Ongoing Implementation			$275.00	$140.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses, technology. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including	Yes	Ongoing Implementation			$361,340.90	$148,963.23

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Professional Services: Resource: Title I; Amount: $17,500						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-	Yes	Ongoing Implementation			$608,211.51	$292,931.72

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Non-Instructional Student Supplies: Resource: Title III (Imm. Ed.); Amount: $2,866 -Instructional Materials and Supplies: Resource: Title I; Amount: $1,000 -Salary and benefits: Resource: Title I, Part A; Amount: $41,125.64						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE	Yes	Planned			$2,200.00	$1,127.72

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: 5800 Professional Services - 3010 Title I: $2,200						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of	Yes	Ongoing Implementation			$560,146.75	$221,818.42

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. The number of parent events, PAC, and ELAC meetings significantly increased, requiring additional staffing, translation services, and materials. The funds were used to pay the salaries and benefits of the community school liaison and community school coordinator based on student enrollment/school size. To strengthen attendance and engagement outcomes, we also invested more in support staff and extended hours for outreach teams. We highly value the efforts our families put in, so we set up celebratory events and send our coordinators to trainings to build a robust department and improve our school community. The following expenditures will be funded by federal Title funds: N/A						

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$7,692,290	$3,776,914
LCFF Supplemental/Concentration Grants	2,143,899	$1,052,654

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 77.5%	2022-23: 77.9%		2023-24: 77.4%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%	2024-25 (As of 6/5/25): 0%		2025-26 (As of 1/23/26): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2025-26 (As of 1/23/26): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 74%	2024-25: (Fall 2023 to Fall 2024) 87%		2025-26: (Fall 2024 to Fall 2025) 65%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 92.2%	2024-25: (As of 5/31/25) 91.4%		2025-26: (As of first semester): 95.8%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation			$29,999.00	$15,377.49
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter	No	Fully Implemented			$388,822.42	$208,671.21

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: -Technology: Resource: Title IV, Part A ESEA (ESSA); Amount: $963.54						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality	No	Fully Implemented			$581,488.25	$311,032.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, , maintenance and repair services, gas/electric, health and safety related expenses, and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales	Yes	Ongoing Implementation			$10,508.00	$5,386.40

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.	No	Ongoing Implementation			$905,505.00	$487,113.02

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

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 69%	2024-25: (As of 5/29/25) 54%		2025-26: (As of 1/23/26) 0%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 79%	2024-25: (First semester) 76%		2025-26: (First semester) 73%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 32.66% -English Learners: 0.00% -Socioeconomically Disadvantaged: 33.08% -Students with Disabilities: 17.39%	2023-24: -All Students: 36.37% -English Learners: * -Socioeconomically Disadvantaged: 30.92% -Students with Disabilities: 8.00% -African American: 32.67%		2024-25: -All Students: 37.95% -English Learners: * -Socioeconomically Disadvantaged: 37.98% -Students with Disabilities: 14.28% -African American: 33.02%	2025-26: -All Students: >= 40.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 40.00% -Students with Disabilities: >= 20.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-African American: 29.49% -Asian: * -Hispanic: 32.74% -White: *	-Hispanic: 36.61% -White: *		-Hispanic: 43.52% -White: *	-African American: >= 38.00% -Hispanic: >= 40.00% -White: *
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 40.2 points below standard -English Learners: 117.8 points below standard -Socioeconomically Disadvantaged: 41.8 points below standard -Students with Disabilities: 119.4 points below standard -African American: 37.9 points below standard -Hispanic: 47.6 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 38.4 points below standard -English Learners: 90.9 points below standard -Socioeconomically Disadvantaged: 48.1 points below standard -Students with Disabilities: 137.4 points below standard -African American: 47.2 points below standard -Hispanic: 36.2 points below standard -White: *		2024-25: (2025 Dashboard) -All Students: 28.5 points below standard -English Learners: 103.6 points below standard -Socioeconomically Disadvantaged: 31.6 points below standard -Students with Disabilities: 85.4 points below standard -African American: 48.7 points below standard -Hispanic: 7.3 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 31.0 points below standard -English Learners: 103.0 points below standard -Socioeconomically Disadvantaged: 32.0 points below standard -Students with Disabilities: 103.0 points below standard -African American: 28.0 points below standard -Hispanic: 38.0 points below standard -White: *
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 61.3% -English Learners: 69.2% -Socioeconomically Disadvantaged: 66.2% -Students with Disabilities: 48.8% -African American: 53.8% -Hispanic: 65.0%	2024-25: (Fall to Spring) -All Students: 57.7% -English Learners: 53.3% -Socioeconomically Disadvantaged: 42.5% -Students with Disabilities: 65.5% -African American: 58.5% -Hispanic: 59.0% -White: *		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Hispanic: >= 50% -White:*
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of	2023-24: (Fall to Spring) • All Students:	2024-25: (Fall to Spring)		N/A	2026-27: (Fall to Spring)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Academic Progress (MAP)- Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	CGI: 1.03 (CGP: 85th percentile) • English Learners: CGI: 0.00 (CGP: 50th percentile) • Socioeconomically Disadvantaged: CGI: 1.51 (CGP: 93rd percentile) • Students with Disabilities: CGI: -0.44 (CGP: 33rd percentile) • African American: CGI: 0.04 (CGP: 52nd percentile) • Hispanic: CGI: 1.64 (CGP: 95th percentile)	• All Students: CGI: 1.10 (CGP: 86th percentile) • English Learners: CGI: 1.24 (CGP: 89th percentile) • Socioeconomically Disadvantaged: CGI: 1.46 (CGP: 93rd percentile) • Students with Disabilities: CGI: -0.48 (CGP: 32nd percentile) -African American: CGI: 0.83 (CGP: 80th percentile) • Hispanic: CGI: 1.49 (CGP: 93rd percentile) • White: *			-All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -African American: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 8.50% -English Learners: 0.00% -Socioeconomically Disadvantaged: 10.45% -Students with Disabilities: 0.00% -African American: 6.41% -Hispanic: 9.64% -White: *	2023-24: -All Students: 17.19% -English Learners: * -Socioeconomically Disadvantaged: 15.03% -Students with Disabilities: 3.70% -African American: 15.84% -Hispanic: 16.81% -White: *		2024-25: -All Students: 17.41% -English Learners: * -Socioeconomically Disadvantaged: 15.82% -Students with Disabilities: 7.14% -African American: 13.63% -Hispanic: 20.56% -White: *	2025-26: -All Students: >= 20.00% -English Learners: >= 7.00% -Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: >= 7.00% -African American: >= 20.00% -Hispanic: >= 20.00% -White: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 109.5 points below standard -English Learners: 156.8 points below standard -Socioeconomically Disadvantaged: 106.8 points below standard -Students with Disabilities: 175.1 points below standard -African American: 120.7 points below standard -Hispanic: 104.2 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 92.6 points below standard -English Learners: 104.0 points below standard -Socioeconomically Disadvantaged: 95.5 points below standard -Students with Disabilities: 149.9 points below standard -African American: 94.2 points below standard -Hispanic: 93.6 points below standard -White: *		2024-25: (2025 Dashboard) -All Students: 94.2 points below standard -English Learners: 162.9 points below standard -Socioeconomically Disadvantaged: 99.9 points below standard -Students with Disabilities: 159.3 points below standard -African American: 102.0 points below standard -Hispanic: 87.6 points below standard -White: *	2025-26: (2026 Dashboard) -All Students: 94.0 points below standard -English Learners: 135.0 points below standard -Socioeconomically Disadvantaged: 91.0 points below standard -Students with Disabilities: 145.0 points below standard -African American: 102.0 points below standard -Hispanic: 89.0 points below standard -White: *
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 55.4% -English Learners: 64.3% -Socioeconomically Disadvantaged: 57.6% -Students with Disabilities: 58.5% -African American: 46.2% -Hispanic: 61.8%	2024-25: (Fall to Spring) -All Students: 56.7% -English Learners: 58.3% -Socioeconomically Disadvantaged: 56.0% -Students with Disabilities: 43.2% -African American: 47.1% -Hispanic: 65.2% -White: *		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Hispanic: >= 50% -White: *
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the	2023-24: (Fall to Spring) • All Students: CGI: 1.22 (CGP: 89th percentile) • English Learners:	2024-25: (Fall to Spring) • All Students: CGI: 2.01 (CGP: 98th percentile) • English Learners:		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	national growth norms (Source: NWEA MAP)	CGI: 0.00 (CGP: 50th percentile) • Socioeconomically Disadvantaged: CGI: 1.62 (CGP: 95th percentile) • Students with Disabilities: CGI: -0.25 (CGP: 40th percentile) • African American: CGI: -0.24 (CGP: 41st percentile) • Hispanic: CGI: 2.22 (CGP: 99th percentile)	CGI: 1.73 (CGP: 96th percentile) • Socioeconomically Disadvantaged: CGI: 2.25 (CGP: 99th percentile) • Students with Disabilities: CGI: 0.46 (CGP: 68th percentile) • African American: CGI: 0.49 (CGP: 69th percentile) • Hispanic: CGI: 3.36 (CGP: 100th percentile) • White: *			-Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -African American: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 68.0%	2023-24: (2024 Dashboard) 38.9%		2024-25: (2025 Dashboard) 11.8%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 24.0%	2023-24: (Internal) 13.3%		2024-25: (Internal) 10.5%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 8.08% -English Learners: * -Socioeconomically Disadvantaged: 8.82%	2023-24: -All Students: 16.00% -English Learners: *		2024-25: -All Students: 11.32% -English Learners: * -Socioeconomically Disadvantaged: 8.97%	2025-26: -All Students: >= 20.00% -English Learners: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Students with Disabilities: 0.00% -Hispanic: 13.79% -African American: 0.00	-Socioeconomically Disadvantaged: 18.68% -Students with Disabilities: 0.00% -African American: 2.33% -Hispanic: 21.25% -White: *		-Students with Disabilities: 0.00% -African American: 16.28% -Hispanic: 8.33% -White: *	-Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: >= 8.00% -African American: >= 15.00% -Hispanic: >= 20.00% -White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses.	No	Fully Implemented			$1,715,577.96	$854,950.86

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.	Yes	Ongoing Implementation			$18,357.20	$9,409.90

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: -Tuition reimbursement and other professional development: Resource: Title II, Part A; Amount: $12,000						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries	Yes	Ongoing Implementation			$689,448.46	$377,803.37

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, and evidence-based supplemental intervention/enrichment program fees (IXL, MyON, BrainPOP, Flocabulary, and Nearpod) The following expenditures will be funded by federal Title funds: -Teacher & admin salaries and benefits Resource: Title I: $101,385.45 -Professional Services Resource: Title I: $3,180 -Educational Software Resource: Title I: $36,255.55 -Educational Software Resource: Title IV, part A: $3,370.8						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group	Yes	Ongoing Implementation				$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend. The following expenditures will be funded by federal Title funds: N/A						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and	No	Ongoing Implementation			$764,286.53	$391,282.27

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

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 9%	2024-25: (As of 6/5/25) 7%		2025-26: (As of 1/23/26) 12%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 94%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 94%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100.0%		2025-26: (As of 1/23/26) 100%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 44.0%	2024-25: (As of 5/23/25) 47.5%		2024-25: (2025 Dashboard) 78.7%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 48.0%	2024-25: (As of 5/23/25) 46.00%		2024-25: 70.18%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college preparedness pursuant to the	2022-23: 12.00%	2024-25: (As of 5/23/25) 57.20%		2024-25: 25.00%	2025-26: >= 35.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)					
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 11.4%	2023-24: 0.00%		2024-25: 30.8%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 4.1%	2023-24: 8.5%		2024-25: 0.00%	2025-26: >= 55.0%
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 16.0%	2023-24: (2024 Dashboard) 37.5%		2024-25: (2025 Dashboard) 89.6%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 90.0%	2024-25: (As of 5/23/25) 91.5%		2024-25: (2025 Dashboard) 79.2%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)					
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 4.3%	2024-25: (As of 5/23/25) 3.4%		2024-25: (CDE Dataquest) 3.3%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 38.3%	2024-25: (As of 5/23/25) 15.3%		2024-25: (CDE Dataquest) 27.9%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 27.3%	2024-25: (As of 5/23/25) 30.5%		2024-25: 30.5%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 68%	2024-25: (As of 5/23/25) 85%		2024-25: 85.0%	2026-27: >= 90%
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 55%	2024-25: (As of 5/23/25) 59%		2024-25: 59.0%	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 77.3%	Class of 2022: 78.0%		Class of 2023: 68.1%	Class of 2024: >= 60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer	Yes	Ongoing Implementation			$258,688.25	$136,401.70

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: -Instructional Materials & Sups.: Title IV Part A; Amount: $3,180						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS	Yes	Planned			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they	Yes	Ongoing Implementation			$114,261.57	$59,957.21

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch	Yes	Ongoing Implementation			$177,720.35	$68,549.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: -Title IV, Part A: Salary and Benefits Amount: $6,052.5						
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the	Yes	Ongoing Implementation			$468,955.23	$192,257.99

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 10		2025-26: (As of 1/23/26) 5	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 2	2024-25: (As of 6/5/25) 4		2025-26: (As of 1/23/26) 1	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22	2024-25: (As of 6/5/25) 30		2025-26: (As of 1/23/26) 25	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 13.6%	2024-25: (As of 6/5/25) 2.3%		2025-26: (As of 1/23/26) 6.3%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 91.95%	2024-25 P-2 ADA: (Months 1-8) 91.83%		2025-26 P-1 ADA: (Months 1-5) 92.89%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 33.9%	2023-24: (2024 Dashboard) 25.3% 2024-25: (As of 6/5/25) 26.1%		2024-25: (2025 Dashboard) 29.3% 2025-26: (As of 1/23/26) 25.5%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 2.5%	2024-25: (As of 6/5/25) 0.0%		2025-26: (As of 1/23/26) 1.5%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 2.0%	2023-24: (CDE DataQuest) 4.4% 2024-25: (As of 6/5/25) 0.0%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 1.9%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 94.0%	2023-24: (2024 Dashboard) 93.9% 2024-25: (As of 5/25/25) 100.0%		2024-25: (2025 Dashboard) 93.9% 2025-26: (As of 1/23/26) 94.4%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 6.8%	2023-24: (2024 Dashboard) 2.2% 2024-25: (As of 5/28/25) 1.8%		2024-25: (2025 Dashboard) 1.8% 2025-26: (As of 1/23/26) 3.1%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 5/28/25) 0.0%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 98.4% Families: 70.5% Staff: 100.0%	2024-25: Students: 96.8% Families: 40.5% Staff: 60.5%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following	2023-24: Students: 63.0% Families: 96.0% Staff: 74.0%	2024-25: Students: 62% Families: 97% Staff: 49%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 70% Families: 94% Staff: 73%	2024-25: Students: 66% Families: 98% Staff: 36%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 85.30%	2024-25: (Spring 2024 to Fall 2024) 84%		2025-26: (Spring 2025 to Fall 2025) 80%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be	Yes	Ongoing Implementation			$275.00	$140.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including	Yes	Ongoing Implementation			$149,316.04	$75,024.89

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds. -Stipends for home visits: Resource: Title I, Part A; Amount: $16,146.75						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-	Yes	Ongoing Implementation			$581,292.43	$308,256.56

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Additional services, material, and supplies for homeless students: Resource: Title I; Amount: $4,129.76						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of	Yes	Ongoing Implementation			$1,696.00	$869.37

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: 5800 Professional Services: 3010 Title I: $1,696						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues,	Yes	Ongoing Implementation			$349,480.64	$159,077.78

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

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$5,911,400	$2,890,675
LCFF Supplemental/Concentration Grants	$1,226,858	$599,934

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 93.8%	2022-23: 79.6%		2023-24: 68.2%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%	2024-25 (As of 6/5/25): 0%		2025-26 (As of 1/23/26): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2025-26 (As of 1/23/26): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 33%	2024-25: (Fall 2023 to Fall 20224) 70%		2025-26: (Fall 2024 to Fall 2025) 63%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 97.0%	2024-25: (As of 5/31/25) 95.1%		2025-26: (First Semester): 96.2%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation			$12,500.00	$8,893.61
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional,	No	Ongoing Implementation			$94,757.13	$56,243.56

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and copier fees. The following expenditures will be funded by federal Title funds: N/A						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter	No	Fully Implemented			$388,280.00	$226,983.12

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with educational partners and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), insurance costs (workers compensation, CharterSAFE, etc.) , yearbook, and transportation expenses. The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-	Yes	Fully Implemented			$3,800.00	$2,050.40

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human	No	Fully Implemented			$217,004.00	$110,600.63

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

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 98%	2024-25: (As of 5/29/25) 97%		2025-26: (As of 1/23/26) 31%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 74%	2024-25: (First semester) 77%		2025-26: (First semester) 64%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 44.44% -English Learners: * -Socioeconomically Disadvantaged: 44.44% -Students with Disabilities: * -Asian: * -Hispanic: 43.75%	2023-24: -All Students: 47.45% -English Learners: 9.09% -Socioeconomically Disadvantaged: 46.29% -Students with Disabilities: 45.45% -Hispanic: 44.68%		2024-25: -All Students: 56.92% -English Learners: 16.67% -Socioeconomically Disadvantaged: 57.89% -Students with Disabilities: 47.06% -Asian: *	2025-26: -All Students: >= 47.00% -English Learners: * -Socioeconomically Disadvantaged: >= 47.00% -Students with Disabilities: * -Hispanic: >= 47.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-White: *	-White: *		-Hispanic: 54.72% -White: *	-White: *
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 15.4 points below standard -English Learners: * -Socioeconomically Disadvantaged: 15.4 points below standard -Students with Disabilities: * -Asian: * -Hispanic: 15.8 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 0.2 points above standard -English Learners: 59.1 points below standard -Socioeconomically Disadvantaged: 1.8 points below standard -Students with Disabilities: 8.6 points below standard -Hispanic: 3.2 points above standard -White: *		2024-25: (2025 Dashboard) -All Students: 13.9 points above standard -English Learners: 31.5 points below standard -Socioeconomically Disadvantaged: 19.5 points above standard -Students with Disabilities: 1.1 points below standard -Hispanic: 7.2 points above standard -White: *	2025-26: (2026 Dashboard) -All Students: 5.0 points below standard -English Learners: * -Socioeconomically Disadvantaged: 5.0 points below standard -Students with Disabilities: * -Hispanic: 5.0 points below standard -White: *
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 80.2% -English Learners: 78.9% -Socioeconomically Disadvantaged: 78.8% -Students with Disabilities: * -Hispanic: 79.5% -White: *	2024-25: (Fall to Spring) -All Students: 70.5% -English Learners: 75.0% -Socioeconomically Disadvantaged: 71.4% -Students with Disabilities: 68.0% -Hispanic: 70.5% -White: 80%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 3.89 (CGP: 100th percentile) • English Learners: CGI: 0.00	2024-25: (Fall to Spring) • All Students: CGI: 1.62 (CGP: 95th percentile) • English Learners: CGI: 2.34 (CGP: 99th percentile)		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(CGP: 79th percentile) • Socioeconomically Disadvantaged: CGI: 3.81 (CGP: 100th percentile) • Students with Disabilities: * • Hispanic: CGI: 3.86 (CGP: 100th percentile) • White: *	• Socioeconomically Disadvantaged: CGI: 1.60 (CGP: 95th percentile) • Students with Disabilities: CGI: 1.53 (CGP: 94th percentile) • Hispanic: CGI: 1.66 (CGP: 95th percentile) • White: CGI: 1.64 (CGP: 95th percentile)			>= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 11.11% -English Learners: * -Socioeconomically Disadvantaged: 11.11% -Students with Disabilities: * -Asian: * -Hispanic: 31.5% -White: *	2023-24: -All Students: 15.25% -English Learners: 0.00% -Socioeconomically Disadvantaged: 14.81% -Students with Disabilities: 18.18% -Hispanic: 17.03% -White: *		2024-25: -All Students: 18.46% -English Learners: 25.00% -Socioeconomically Disadvantaged: 19.30% -Students with Disabilities: 23.53% -Asian: * -Hispanic: 18.86% -White: *	2025-26: -All Students: >= 20.00% -English Learners: * -Socioeconomically Disadvantaged: >= 20.00% -Students with Disabilities: * -Hispanic: >= 33.00% -White: *
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 136.1 points below standard -English Learners: * -Socioeconomically Disadvantaged: 136.1 points below standard -Students with Disabilities: *	2023-24: (2024 Dashboard) -All Students: 93.6 points below standard -English Learners: 129.5 points below standard -Socioeconomically Disadvantaged: 97.9 points below standard		2024-25: (2025 Dashboard) -All Students: 66.2 points below standard -English Learners: 94.3 points below standard -Socioeconomically Disadvantaged: 67.0 points below standard	2025-26: (2026 Dashboard) -All Students: 95.0 points below standard -English Learners: * -Socioeconomically Disadvantaged: 95.0 points below standard -Students with Disabilities: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Asian: * -Hispanic: 138.4 points below standard -White: *	-Students with Disabilities: 90.8 points below standard -Hispanic: 90.8 points below standard -White: *		-Students with Disabilities: 56.0 points below standard -Hispanic: 65.0 points below standard -White: *	-Hispanic: 95.0 points below standard -White: *
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 74.7% -English Learners: 73.7% -Socioeconomically Disadvantaged: 73.3% -Students with Disabilities: * -Hispanic: 73.8% -White: *	2024-25: (Fall to Spring) -All Students: 56.8% -English Learners: 46.2% -Socioeconomically Disadvantaged: 58.7% -Students with Disabilities: 66.7% -Hispanic: 60.5% -White: 33.3%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 4.58 (CGP: 100th percentile) • English Learners: CGI: 0.00 (CGP: 50th percentile) • Socioeconomically Disadvantaged: CGI: 4.07 (CGP: 100th percentile) • Students with Disabilities: * • Hispanic: CGI: 4.66	2024-25: (Fall to Spring) • All Students: CGI: 1.73 (CGP: 96th percentile) • English Learners: CGI: 1.33 (CGP: 91st percentile) • Socioeconomically Disadvantaged: CGI: 1.74 (CGP: 96th percentile) • Students with Disabilities: CGI: 1.72 (CGP: 96th percentile)		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(CGP: 100th percentile) • White: *	• Hispanic: CGI: 2.04 (CGP: 98th percentile) • White: CGI: -2.71 (CGP: 0 percentile)			
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 61.1%	2023-24: (2024 Dashboard) 63.6%		2024-25: (2025 Dashboard) 50.0%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 27.8%	2023-24: (Internal) 26.3%		2024-25: (Internal) 22.7%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 11.11% -English Learners: * -Socioeconomically Disadvantaged: 11.11% -Students with Disabilities: * -Hispanic: 12.5%	2023-24: -All Students: 28.13% -English Learners: 0.00% -Socioeconomically Disadvantaged: 30.00% -Students with Disabilities: 0.00% -Hispanic: 28.57% -White: *		2024-25: -All Students: 21.05% -English Learners: * -Socioeconomically Disadvantaged: 20.00% -Students with Disabilities: * -Hispanic: 19.45% -White: *	2025-26: -All Students: >= 30.00% -English Learners: * -Socioeconomically Disadvantaged: >= 30.00% -Students with Disabilities: * -Hispanic: >= 30.00% -White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and	No	Ongoing Implementation			$747,640.89	$409,747.55

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A						
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This	Yes	Ongoing Implementation			$28,484.00	$6,218.35

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Tuition reimbursement for professional development: Resource: Title II, Part A; Amount: $10,131						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress	Yes	Ongoing Implementation			$236,719.80	$136,116.11

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Assistant Principal salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, and myON.) The following expenditures will be funded by federal Title funds: -Teacher & admin stipends for Study Hour & Saturday school Resource: Title I, Part A; Amount: $49,034.45 -NWEA MAP testing fees and Evidence-based supplemental intervention/enrichment program fees (for the programs listed in the expenditures description above): Resource: Title I, Part A; Amount: $5,603.03						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator stipend. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation			$186,579.06	$121,092.47

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

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 13%	2024-25: (As of 6/5/25) 2.0%		2025-26: (As of 1/23/26) 14%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 90%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 98%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.0%	2024-25: (As of 5/23/25) 87.5%		2024-25: (2025 Dashboard) 90.6%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 44.44%	2024-25: (As of 5/23/25) 43.65%		2024-25: 62.96%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college preparedness pursuant to the	2022-23: 11.11%	2024-25: (As of 5/23/25) 85.11%		2024-25: 18.52%	2025-26: >= 35.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)					
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 58.3%	2023-24: 35.7%		2024-25: 57.1%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 16.0%	2023-24: 12.5%		2024-25: 18.8%	2025-26: >= 55.0%
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 36.0%	2023-24: (2024 Dashboard) 50.0%		2024-25: (2025 Dashboard) 86.2%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 96.0%	2024-25: (As of 5/23/25) 96.8%		2024-25: (2025 Dashboard) 100.0%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)					
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 0.00%	2024-25: (As of 5/23/25) 16.1%		2024-25: (CDE Dataquest) 15.6%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 47.8%	2024-25: (As of 5/23/25) 22.6%		2024-25: (CDE Dataquest) 21.9%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 46.7%	2024-25: (As of 5/23/25) 48.4%		2024-25: 48.4%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 97.0%		2024-25: 97.0%	2026-27: >= 90%
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 68.0%		2024-25: 68.0%	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 52.2%	Class of 2022: 73.1%		Class of 2023: 70.8%	Class of 2024: >= 60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer	Yes	Ongoing Implementation			$129,008.78	$71,658.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: -College Counselor salary and benefits (partial): Resource: Title IV, Part A; Amount: $15,377.71						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements.	Yes	Ongoing Implementation			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and	Yes	Ongoing Implementation			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic	Yes	Fully Implemented			$18,980.00	$15,934.17

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A						
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM	Yes	Ongoing Implementation			$293,943.04	$110,862.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	(science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8	2024-25: (As of 6/5/25) 8		2025-26: (As of 1/23/26) 2	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8	2024-25: (As of 6/5/25) 4		2025-26: (As of 1/23/26) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22	2024-25: (As of 6/5/25) 30		2025-26: (As of 1/23/26) 15	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 29.3%	2024-25: (As of 6/5/25) 8.9%		2025-26: (As of 1/23/26) 5.6%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 89.60%	2024-25 P-2 ADA: (Months 1-8) 91.41%		2025-26 P-1 ADA: (Months 1-5) 92.84%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) N/A%	2023-24: (2024 Dashboard) 38.0% 2024-25: (As of 6/5/25) 28.3%		2024-25: (2025 Dashboard) 30.0% 2025-26: (As of 1/23/26) 26.0%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: N/A	2024-25: (As of 6/5/25) 0.0%		2025-26: (As of 1/23/26) 13.3%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 4.2%	2023-24: (CDE DataQuest) 6.7% 2024-25: (As of 6/5/25) 0.0%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 17.9%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 96.0%	2023-24: (2024 Dashboard) 93.8% 2024-25: (As of 5/25/25) 96.9%		2024-25: (2025 Dashboard) 93.8% 2025-26: (As of 1/23/26) 100.0%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 4.9%	2023-24: (2024 Dashboard) 0.7% 2024-25: (As of 5/28/25) 0.6%		2024-25: (2025 Dashboard) 0.6% 2025-26: (As of 1/23/26) 3.8%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 5/28/25) 0.0%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 100.0% Families: 100.0% Staff: 100.0%	2024-25: Students: 100.0% Families: 94.1% Staff: 94.1%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following	2023-24: Students: 70.0% Families: 96.0% Staff: 94.0%	2024-25: Students: 70% Families: 98% Staff: 84%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 75% Families: 95% Staff: 100%	2024-25: Students: 82% Families: 97% Staff: 81%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 89.16%	2024-25: (Spring 2024 to Fall 2024) 89%		2025-26: (Spring 2025 to Fall 2025) 88%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be	Yes	Ongoing Implementation			$275.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including	Yes	Ongoing Implementation			$130,556.27	$41,785.84

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Professional Services (5800): Resource: Title I, Part A: Amount: $4,220.00 -Home Visit Compensation: Resource: Title I, Part A: Amount: $4,236.75						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school	Yes	Ongoing Implementation			$153,332.71	$73,178.61

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Educational Software: Resource: Title I, Part A; Amount: $1,145						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the	Yes	Ongoing Implementation			$500.00	$256.30

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: 5800 Professional Services: 3010 Title 1: $500						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues,	Yes	Ongoing Implementation			$113,237.32	$67,565.94

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

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$2,230,782	$1,137,699
LCFF Supplemental/Concentration Grants	$621,474	$316,952

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 62.7%	2022-23: 59.3%		2023-24: 61.8%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%	2024-25 (As of 6/5/25): 0%		2025-26 (As of 1/23/26): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2025-26 (As of 1/23/26): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 60%	2024-25: (Fall 2023 to Fall 20224) 71%		2025-26: (Fall 2024 to Fall 2025) 86%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.1%	2024-25: (As of 5/31/25) 95.4%		2025-26: (First Semester): 96.4%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation			$18,439.00	$11,239.78
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional,	No	Ongoing Implementation			$179,499.72	$83,491.12

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality	No	Ongoing Implementation			$365,848.08	$183,043.86

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School	Yes	Ongoing Implementation			$24,096.00	$13,840.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human	No	Ongoing Implementation			$261,113.00	$133,846.52

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

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 88%	2024-25: (As of 5/29/25) 108%		2025-26: (As of 1/28/26) 46%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 62%	2024-25: (First semester) 71%		2025-26: (First semester) 73%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 45.04% -English Learners: 12.0% -Socioeconomically Disadvantaged: 42.86% -Students with Disabilities: 23.53% -Asian: *	2023-24: -All Students: 37.98% -English Learners: 2.70% -Socioeconomically Disadvantaged: 38.60% -Students with Disabilities: 39.13% -Hispanic: 34.51%		2024-25: -All Students: 53.39% -English Learners: 2083% -Socioeconomically Disadvantaged: 51.51% -Students with Disabilities: 28.00% -Asian *	2025-26: -All Students: >= 40.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 40.00% -Students with Disabilities: >= 20.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Hispanic: 43.36% -White: *	-White: *		-Hispanic: 52.58% -White: 63.64%	-Hispanic: >= 40.00% -White: *
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 0.5 points above standard -English Learners: 54.2 points below standard -Socioeconomically Disadvantaged: 3.4 points below standard -Students with Disabilities: 35.9 points below standard -Asian: * -Hispanic: 2.7 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 27.9 points below standard -English Learners: 66.0 points below standard -Socioeconomically Disadvantaged: 28.3 points below standard -Students with Disabilities: 46.8 points below standard -Hispanic: 31.2 points below standard -White: *		2024-25: (2025 Dashboard) -All Students: 9.7 points above standard -English Learners: 12.6 points below standard -Socioeconomically Disadvantaged: 7.5 points above standard -Students with Disabilities: 33.1 points below standard -Hispanic: 9.9 points above standard -White: *	2025-26: (2026 Dashboard) -All Students: 4.0 points above standard -English Learners: 45.0 points below standard -Socioeconomically Disadvantaged: 1.0 points above standard -Students with Disabilities: 26.0 points below standard -Hispanic: 1.0 points above standard -White: *
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 85.5% -English Learners: 86.0% -Socioeconomically Disadvantaged: 79.3% -Students with Disabilities: 93.1% -Hispanic: 85.3% -White: *	2024-25: (Fall to Spring) -All Students: 71.4% -English Learners: 78.4% -Socioeconomically Disadvantaged: 72.7% -Students with Disabilities: 69.7% -Hispanic: 72.4% -White: 70.0%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 4.41 (CGP: 100th percentile) • English Learners:	2024-25: (Fall to Spring) • All Students: CGI: 2.34 (CGP: 99th percentile) • English Learners: CGI: 3.99 (CGP:		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		CGI: 5.60 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 4.63 (CGP: 100th percentile) • Students with Disabilities: * • Hispanic: CGI: 4.33 (CGP: 100th percentile) • White: *	100th percentile) • Socioeconomically Disadvantaged: CGI: 2.61 (CGP: 100th percentile) • Students with Disabilities: CGI: 1.17 (CGP: 88th percentile) • Hispanic: CGI: 2.30 (CGP: 99th percentile) • White: CGI: 2.57 (CGP: 99th percentile)			>= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 34.29% -English Learners: 26.47% -Socioeconomically Disadvantaged: 35.20% -Students with Disabilities: 23.53% -Asian: * -Hispanic: 34.17% -White: *	2023-24: -All Students: 22.83% -English Learners: 5.56% -Socioeconomically Disadvantaged: 23.43% -Students with Disabilities: 22.32% -Hispanic: 20.29% -White: *		2024-25: -All Students: 49.15% -English Learners: 33.34% -Socioeconomically Disadvantaged: 44.44% -Students with Disabilities: 28.00% -Asian: * -Hispanic: 47.42% -White: 54.54%	2025-26: -All Students: >= 28.00% -English Learners: >= 25.00% -Socioeconomically Disadvantaged: >= 28.00% -Students with Disabilities: >= 25.00% -Hispanic: >= 28.00% -White: *
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 49.4 points below standard -English Learners: 52.1 points below standard	2023-24: (2024 Dashboard) -All Students: 79.6 points below standard -English Learners: 92.4 points below standard		2024-25: (2025 Dashboard) -All Students: 8.6 points below standard -English Learners: 14.6 points below standard	2025-26: (2026 Dashboard) -All Students: 40.0 points below standard -English Learners: 43.0 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Socioeconomically Disadvantaged: 49.4 points below standard -Students with Disabilities: 69.8 points below standard -Asian: * -Hispanic: 53.3 points below standard -White: *	-Socioeconomically Disadvantaged: 81.6 points below standard -Students with Disabilities: 97.7 points below standard -Hispanic: 82.6 points below standard -White: *		-Socioeconomically Disadvantaged: 19.3 points below standard -Students with Disabilities: 43.2 points below standard -Hispanic: 12.6 points below standard -White: *	-Socioeconomically Disadvantaged: 40.0 points below standard -Students with Disabilities: 60.0 points below standard -Hispanic: 44.0 points below standard -White: *
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 86.6% -English Learners: 86.2% -Socioeconomically Disadvantaged: 87.4% -Students with Disabilities: 82.8% -Hispanic: 85.3% -White: *	2024-25: (Fall to Spring) -All Students: 73.9% -English Learners: 84.2% -Socioeconomically Disadvantaged: 76.9% -Students with Disabilities: 59.4% -Hispanic: 72.9% -White: 70.0%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 5.72 (CGP: 100th percentile) • English Learners: CGI: 6.81 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 6.08 (CGP: 100th percentile)	2024-25: (Fall to Spring) • All Students: CGI: 2.40 (CGP: 99th percentile) • English Learners: CGI: 4.71 (CGP: 100th percentile) • Socioeconomically Disadvantaged: CGI: 2.73 (CGP: 100th percentile) • Students with		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• Students with Disabilities: * • Hispanic: CGI: 5.48 (CGP: 100th percentile) • White: *	Disabilities: CGI: 1.59 (CGP: 94th percentile) • Hispanic: CGI: 2.26 (CGP: 99th percentile) • White: CGI: 2.62 (CGP: 100th percentile)			-White: CGI >= 0 (CGP >= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 63.2%	2023-24: (2024 Dashboard) 53.0%		2024-25: (2025 Dashboard) 79.6%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 21.5%	2023-24: (Internal) 20.3%		2024-25: (Internal) 25.8%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 13.73% -English Learners: * -Socioeconomically Disadvantaged: 11.63% -Students with Disabilities: * -Hispanic: 13.33%	2023-24: -All Students: 30.88% -English Learners: 16.67% -Socioeconomically Disadvantaged: 31.67% -Students with Disabilities: * -Hispanic: 30.35% -White: *		2024-25: -All Students: 27.50% -English Learners: * -Socioeconomically Disadvantaged: 27.77% -Students with Disabilities: * -Hispanic: 25.71% -White: *	2025-26: -All Students: >= 25.00% -English Learners: * -Socioeconomically Disadvantaged: >= 25.00% -Students with Disabilities: * -Hispanic: >= 25.00% -White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation			$1,029,876.73	$526,223.80
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to	Yes	Ongoing Implementation			$32,976.00	$16,903.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -4035 Title II 5864 Prof Dev-Other $9,000						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and	Yes	Ongoing Implementation			$441,352.89	$215,152.24

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Lexercise, ST Math, Standards Plus, Quizizz, Padlet, Grade Slam, Sumdog, BrainPOP, NextGenMath, Membean, Spelling City, Turnitin, Seesaw, Listenwise, Grammarly, Cambium Learning, ABC Mouse, Learning A-Z, Flocabulary, Alexandria Library, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -4127 Title IV, Part A ESEA (ESSA) 4340 Education Software $9,158.05						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	-3010 Title I 4340 Education Software $11,665 -3010 Title I 3500 Unemployment Insurance $251.19 -3010 Title I 3300 OASDI/Medicare $728.45 -3010 Title I 3100 STRS $9,595.41 -3010 Title I 1100 Teacher Salaries $51,084 -3010 Title I 5800 Professional Services $5,300 LREBG ACTION: The planned use of the unexpended LREBG funds aligns with Action 2.3, which focuses on implementing a Multi-Tiered System of Supports (MTSS) to deliver targeted academic and social-emotional interventions. Funds will support personnel costs associated with providing small group and one-on-one interventions, co-taught classes, extended learning opportunities, and collaborative support meetings to ensure student progress is consistently monitored and addressed.						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide	Yes	Ongoing Implementation			$90,197.48	$46,864.04

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: N/A						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support	No	Ongoing Implementation			$418,701.10	$273,082.17

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -4127 Title IV, Part A ESEA (ESSA) 5800 Professional Services $8,480						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 11%	2024-25: (As of 6/5/25) 7%		2025-26: (As of 1/23/26) 20%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 97%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 60.5%	2024-25: (As of 5/23/25) 77.8%		2024-25: (2025 Dashboard) 89.5%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 73.08%	2024-25: (As of 5/23/25) 49.39%		2024-25: 62.50%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college preparedness pursuant to the	2022-23: 62.96%	2024-25: (As of 5/23/25) 34.19%		2024-25: 20.83%	2025-26: >= 35.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)					
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 35.6%	2023-24: 52.0%		2024-25: 58.8%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 11.1%	2023-24: 36.0%		2024-25: 33.3%	2025-26: >= 55.0%
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 26.3%	2023-24: (2024 Dashboard) 61.5%		2024-25: (2025 Dashboard) 64.7%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 87.2%	2024-25: (As of 5/23/25) 96.2%		2024-25: (2025 Dashboard) 100.0%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and courses that satisfy the requirements for CTE sequences	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)					
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 28.6%	2024-25: (As of 5/23/25) 16.7%		2024-25: (CDE Dataquest) 15.8%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 48.6%	2024-25: (As of 5/23/25) 33.3%		2024-25: (CDE Dataquest) 26.3%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 56.0%	2024-25: (As of 5/23/25) 25.0%		2024-25: 25.0%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 100.0%		2024-25: 100%	2026-27: >= 90%
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 100%	2024-25: (As of 5/23/25) 89.0%		2024-25: 89%	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 34.8%	Class of 2022: 48.1%		Class of 2023: 50%	Class of 2024: >= 60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and individualized support to ensure timely high school graduation. Charter School will offer	Yes	Ongoing Implementation			$141,646.16	$100,654.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: N/A						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and	Yes	Ongoing Implementation			$1.00	$0.51

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection,	Yes	Ongoing Implementation			$153,201.90	$61,499.81

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: N/A						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent	Yes	Ongoing Implementation			$152,147.86	$69,896.33

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Titles: -4127 Title IV, Part A ESEA (ESSA) 4335 PE Supplies $18,713						
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA,	Yes	Ongoing Implementation			$232,980.86	$117,565.70

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: -4127 Title IV, Part A ESEA (ESSA) 4326 Arts &Music Supplies $10,385 -4127 Title IV Part A ESEA (ESEA) 5800 Professional Services $15,900						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 6	2024-25: (As of 6/5/25) 7		2025-26: (As of 1/23/26) 4	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 3	2024-25: (As of 6/5/25) 4		2025-26: (As of 1/23/26) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 18	2024-25: (As of 6/5/25) 18		2025-26: (As of 1/23/26) 23	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 29.2%	2024-25: (As of 6/5/25) 47.0%		2025-26: (As of 1/23/26) 21.5%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 91.93%	2024-25 P-2 ADA: (Months 1-8) 92.01%		2025-26 P-1 ADA: (Months 1-5) 94.15%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 30.8%	2023-24: (2024 Dashboard) 30.1% 2024-25: (As of 6/5/25) 29.8%		2024-25: (2025 Dashboard) 24.5% 2025-26: (As of 1/23/26) 19.2%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 5.1%	2024-25: (As of 6/5/25) 4.2%		2025-26: (As of 1/23/26) 18.5%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 7.9%	2023-24: (CDE DataQuest) 4.0% 2024-25: (As of 6/5/25) 0.0%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 4.3%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 92.3%	2023-24: (2024 Dashboard) 96.2% 2024-25: (As of 5/25/25) 100.0%		2024-25: (2025 Dashboard) 96.2% 2025-26: (As of 1/23/26) 82.1%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.3%	2023-24: (2024 Dashboard) 1.3% 2024-25: (As of 5/28/25) 2.4%		2024-25: (2025 Dashboard) 2.4% 2025-26: (As of 1/23/26) 1.0%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 5/28/25) 0.0%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 99.0% Families: 88.4% Staff: 96.3%	2024-25: Students: 99.5% Families: 76.3% Staff: 93.8%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following	2023-24: Students: 67.0% Families: 96.0% Staff: 80.0%	2024-25: Students: 65% Families: 96% Staff: 61%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 78% Families: 96% Staff: 75%	2024-25: Students: 76% Families: 95% Staff: 53%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 83.25%	2024-25: (Spring 2024 to Fall 2024) 84%		2025-26: (Spring 2025 to Fall 2025) 85%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be	Yes	Ongoing Implementation			$275.00	$140.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including	Yes	Ongoing Implementation			$223,525.27	$103,718.71

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -3010 Title I 5800 Professional Services $1,590 -3010 Title I 3500 Unemployment Insurance $90 -3010 Title I 3300 OASDI/Medicare $261 -3010 Title I 3100 STRS $3438 -3010 Title I 1100 Teacher Salaries $18,000						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and	Yes	Ongoing Implementation			$355,768.90	$198,227.80

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -4201 Title III - Immigrant. Ed. 4345 Non-Instructional Student Supplies $4,317.38 -3010 Title I 4340 Educational Software $4,134 -3010 Title I Teacher salaries and benefits $8,362.13						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: 3010 Title I - 5800 Professional Services: $1,233.84	Yes	Ongoing Implementation			$1,233.84	$632.47
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to	Yes	Ongoing Implementation			$523,423.72	$205,968.86

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

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$3,396,166	$1,762,610
LCFF Supplemental/Concentration Grants	$933,678	$484,579

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 100.0%	2022-23: 87.0%		2023-24: 89.5%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%	2024-25 (As of 6/5/25): 0%		2025-26 (As of 1/23/26): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2025-26 (As of 1/23/26): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%	2024-25: (Fall 2023 to Fall 20224) 86%		2025-26: (Fall 2024 to Fall 2025) 75%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.6%	2024-25: (As of 5/31/25) 94.2%		2025-26: (First Semester): 95.2%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	No	Fully Implemented			$12,569.00	$7,231.76
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional,	No	Fully Implemented			$110,772.43	$81,131.49

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter	No	Fully Implemented			$401,070.00	$154,403.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy	Yes	Fully Implemented			$4,240.00	$2,173.42

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.	No	Fully Implemented			$232,137.36	$121,643.24

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

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%	2024-25: (As of 5/29/25) 88%		2025-26: (As of 1/23/26) 13%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 90%	2024-25: (First semester) 94%		2025-26: (First semester) 70%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 60.22% -English Learners: 7.69% -Socioeconomically Disadvantaged: 61.37% -Students with Disabilities: 25.00% -Asian: *	2023-24: -All Students: 55.35% -English Learners: 0.00% -Socioeconomically Disadvantaged: 56.08% -Students with Disabilities: 22.23% -Hispanic: 54.26%		2024-25: -All Students: 53.18% -English Learners: 0.00% -Socioeconomically Disadvantaged: 53.88% -Students with Disabilities: 25.00% -Asian: *	2025-26: -All Students: >= 55.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 55.00% -Students with Disabilities: >= 25.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Hispanic: 59.77% -White: *	-White: *		-Hispanic: 50.00% -White: *	-Hispanic: >= 55.00% -White: *
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 29.3 points above standard -English Learners: 22.2 points below standard -Socioeconomically Disadvantaged: 31.1 points above standard -Students with Disabilities: 29.8 points below standard -Asian: * -Hispanic: 30.2 points above standard -White: *	2023-24: (2024 Dashboard) -All Students: 4.5 points above standard -English Learners: 40.3 points below standard -Socioeconomically Disadvantaged: 4.5 points above standard -Students with Disabilities: 83.6 points below standard -Hispanic: 1.1 points below standard -White: *		2024-25: (2025 Dashboard) -All Students: 16.2 points above standard -English Learners: 33.2 points below standard -Socioeconomically Disadvantaged: 15.9 points above standard -Students with Disabilities: 47.8 points below standard -Hispanic: 9.4 points above standard -White: *	2025-26: (2026 Dashboard) -All Students: 30.0 points above standard -English Learners: 13.0 points below standard -Socioeconomically Disadvantaged: 32.0 points above standard -Students with Disabilities: 20.0 points below standard -Hispanic: *
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 57.0% -English Learners: 17.6% -Socioeconomically Disadvantaged: 56.9% -Students with Disabilities: 42.1% -Hispanic: 56.5% -White: *	2024-25: (Fall to Spring) -All Students: 64.4% -English Learners: 63.2% -Socioeconomically Disadvantaged: 65.2% -Students with Disabilities: 50.0% -Hispanic: 62.5% -White: *		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 0.11 (CGP: 55th percentile) • English Learners: CGI: 0.00	2024-25: (Fall to Spring) • All Students: CGI: 0.75 (CGP: 77th percentile) • English Learners: CGI: 1.82		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(CGP: 50th percentile) • Socioeconomically Disadvantaged: CGI: 0.19 (CGP: 57th percentile) • Students with Disabilities: * • Hispanic: CGI: 0.07 (CGP: 53rd percentile) • White: *	(CGP: 97th percentile) • Socioeconomically Disadvantaged: CGI: 0.78 (CGP: 78th percentile) • Students with Disabilities: CGI: 0.35 (CGP: 64th percentile) • Hispanic: CGI: 0.65 (CGP: 74th percentile) • White: *			>= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 35.87% -English Learners: 0.00% -Socioeconomically Disadvantaged: 35.63% -Students with Disabilities: 25.0% -Asian: * -Hispanic: 34.89% -White: *	2023-24: -All Students: 31.30% -English Learners: 13.64% -Socioeconomically Disadvantaged: 31.19% -Students with Disabilities: 11.11% -Hispanic: 28.12% -White: *		2024-25: -All Students: 42.40% -English Learners: 26.32% -Socioeconomically Disadvantaged: 42.24% -Students with Disabilities: 18.75% -Asian: * -Hispanic: 39.64% -White: *	2025-26: -All Students: >= 37.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 37.00% -Students with Disabilities: >= 25.00% -Hispanic: >= 37.00% -White: *
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 15.3 points below standard -English Learners: 81.6 points below standard -Socioeconomically Disadvantaged: 13.2 points below standard	2023-24: (2024 Dashboard) -All Students: 48.5 points below standard -English Learners: 76.0 points below standard -Socioeconomically Disadvantaged: 46.3 points below standard		2024-25: (2025 Dashboard) -All Students: 17.0 points below standard -English Learners: 57.9 points below standard -Socioeconomically Disadvantaged: 18.9 points below standard	2025-26: (2026 Dashboard) -All Students: 13.0 points below standard -English Learners: 72.0 points below standard -Socioeconomically Disadvantaged: 11.0 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Students with Disabilities: 56.4 points below standard -Asian: * -Hispanic: 15.8 points below standard -White: *	-Students with Disabilities: 128.7 points below standard -Hispanic: 51.1 points below standard -White: *		-Students with Disabilities: 92.5 points below standard -Hispanic: 21.8 points below standard -White: *	-Students with Disabilities: 47.0 points below standard -Hispanic: 13.0 points below standard -White: *
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 57.9% -English Learners: 58.8% -Socioeconomically Disadvantaged: 56.9% -Students with Disabilities: * -Hispanic: 58.7% -White: *	2024-25: (Fall to Spring) -All Students: 71.2% -English Learners: 57.9% -Socioeconomically Disadvantaged: 71.4% -Students with Disabilities: 62.5% -Hispanic: 69.2% -White: *		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: *
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 0.03 (CGP: 62nd percentile) • English Learners: CGI: 0.00 (CGP: 50th percentile) • Socioeconomically Disadvantaged: CGI: 0.18 (CGP: 57th percentile) • Students with Disabilities: * • Hispanic: CGI: 0.41	2024-25: (Fall to Spring)y • All Students: CGI: 1.70 (CGP: 96th percentile) • English Learners: CGI: 1.57 (CGP: 94th percentile) • Socioeconomically Disadvantaged: CGI: 1.75 (CGP: 96th percentile) • Students with Disabilities: CGI: 1.52 (CGP: 94th percentile)		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: *

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		(CGP: 66th percentile) • White: *	• Hispanic: CGI: 1.27 (CGP: 90th percentile) • White: *			
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 50.0%	2023-24: (2024 Dashboard) 52.6%		2024-25: (2025 Dashboard) 57.1%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 17.6%	2023-24: (Internal) 7.1%		2024-25: (Internal) 9.5%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 33.33% -English Learners: * -Socioeconomically Disadvantaged: 32.35% -Students with Disabilities: * -Hispanic: 34.28%	2023-24: -All Students: 23.53% -English Learners: * -Socioeconomically Disadvantaged: 21.88% -Students with Disabilities: *% -Hispanic: 19.23 -White: *		2024-25: -All Students: 44.74% -English Learners: * -Socioeconomically Disadvantaged: 42.86% -Students with Disabilities: * -Hispanic: 44.45% -White: *	2025-26: -All Students: >= 30.00% -English Learners: * -Socioeconomically Disadvantaged: >= 30.00% -Students with Disabilities: * -Hispanic: >= 30.00% -White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain	No	Fully Implemented			$705,694.24	$374,342.77

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A						
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous	Yes	Partially Implemented			$25,696.00	$12,707.87

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -5864 Prof Dev-Other Funding Source: Federal Resource Code: 4035 Title II Amount: $16,905						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School	Yes	Partially Implemented			$222,090.17	$97,909.30

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Abre data visualization software fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Grammarly, Flocabulary, Nearpod, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -Title I - Educational Software: $12,195.8 -Title I - Unemployment Insurance: $194.09 -Title I- Health & Welfare Benefits: 2,300.36 -Title I - OASDI/Medicare: $562.86 -Title I - STRS: $7,414.23 -Title I - Teacher Salaries: $38,818 -Title IV - Educational Software: $7,782.25						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees.	Yes	Fully Implemented			$116,507.62	$42,152.77

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology.	No	Fully Implemented			$287,112.62	$193,051.97

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

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 2%	2024-25: (As of 6/5/25) 4%		2025-26: (As of 1/23/26) 2%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 92%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: >= 80%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities.	Yes	Not Implementing			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A	Yes	Partially Implemented			$1,590.00	$815.03

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.	Yes	Partially Implemented			$318.00	$163.01

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: -Title IV - Educational Software: $318						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: -Title IV - PE supplies: $1,060	Yes	Fully Implemented			$107,539.65	$60,887.43

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: -Title IV - Arts and Music Supplies: $7,615	Yes	Fully Implemented			$99,210.06	$54,159.97

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

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 9		2025-26: (As of 1/23/26) 4	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 2	2024-25: (As of 6/5/25) 4		2025-26: (As of 1/23/26) 1	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 22	2024-25: (As of 6/5/25) 40		2025-26: (As of 1/23/26) 14	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 26.5%	2024-25: (As of 6/5/25) 16.7%		2025-26: (As of 1/23/26) 9.0%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 92.80%	2024-25 P-2 ADA: (Months 1-8) 94.67%		2025-26 P-1 ADA: (Months 1-5) 96.15%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 32.0%	2023-24: (2024 Dashboard) 19.7% 2024-25: (As of 6/5/25) 11.4%		2024-25: (2025 Dashboard) 15.9% 2025-26: (As of 1/23/26) 12.0%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25: (As of 6/5/25) 5.3%		2025-26: (As of 1/23/26) 0.00%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 3.1%	2023-24: (2024 Dashboard) 5.0% 2024-25: (As of 5/28/25) 3.7%		2024-25: (2025 Dashboard) 3.7% 2025-26: (As of 1/23/26) 1.3%	2025-26: (2026 Dashboard) <= 2.5%
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.0% 2024-25: (As of 5/28/25) 0.0%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.10	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 99.1.0% Families: 94.2% Staff: 100.0%	2024-25: Students: 100.0% Families: 94.9% Staff: 68.8%		Survey Administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 77.0% Families: 98.0% Staff: 93.0%	2024-25: Students: 74% Families: 99% Staff: 80%		Survey Administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 85% Families: 99% Staff: 87%	2024-25: Students: 82% Families: 99% Staff: 64%		Survey Administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 91.39%	2024-25: (Spring 2024 to Fall 2024) 90%		2025-26: (Spring 2025 to Fall 2025) 90%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and	Yes	Fully Implemented			$275.00	$140.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below	Yes	Fully Implemented			$141,931.53	$73,902.90

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Title I - Professional Services: $1,060 -Title I - Teacher Salaries: $1,500						
4.3	**MTSS - PBIS and SEL support**	Yes	Fully Implemented			$138,243.00	$76,993.63

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Title I - Ins. Mats and Supplies: $716						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps.	Yes	Fully Implemented			$1,060.00	$543.36

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: -Title I - Professional Services: $1,060						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$437,277.40	$210,155.06

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$2,237,251	$1,140,998
LCFF Supplemental/Concentration Grants	$631,138	$321,880

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

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

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 77.3%	2022-23: 85.7%		2023-24: 91.7%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%	2024-25 (As of 6/5/25): 0%		2025-26 (As of 1/23/26): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2025-26 (As of 1/23/26): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 88%	2024-25: (Fall 2023 to Fall 2024) 81%		2025-26: (Fall 2024 to Fall 2025) 87%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 96.4%	2024-25: (As of 5/31/25) 96.7%		2025-26: (First Semester): 96.7%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	No	Fully Implemented			$21,200.00	$10,867.12
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional,	No	Fully Implemented			$226,367.98	$503,477.69

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter	No	Fully Implemented			$763,948.37	$364,882.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy	Yes	Fully Implemented			$11,480.00	$6,151.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.	No	Fully Implemented			$618,995.00	$316,680.18

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

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%	2024-25: (As of 5/29/25) 122%		2025-26: (As of 1/23/26) 39%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 82%	2024-25: (First semester) 87%		2025-26: (First semester) 80%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 36.50% -English Learners: 9.31 -Socioeconomically Disadvantaged: 31.03% -Students with Disabilities: 8.70% -Asian: *	2023-24: -All Students: 43.71% -English Learners: 23.68% -Socioeconomically Disadvantaged: 38.93% -Students with Disabilities: 17.86% -Hispanic: 37.15%		2024-25: -All Students: 50.00% -English Learners: 24.14% -Socioeconomically Disadvantaged: 45.95% -Students with Disabilities: 50.00% -Asian: *	2025-26: -All Students: >= 45.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 41.00% -Students with Disabilities: >= 15.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Hispanic: 34.62% -White: *	-White: 52.63%		-Hispanic: 37.21% -White: 63.64%	-Hispanic: >= 43.00% -White: *
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 32.7 points below standard -English Learners: 52.8 points below standard -Socioeconomically Disadvantaged: 44.8 points below standard -Students with Disabilities: 107.7 points below standard -Asian: * -Hispanic: 40.0 points below standard -White: *	2023-24: (2024 Dashboard) -All Students: 21.3 points below standard -English Learners: 43.9 points below standard -Socioeconomically Disadvantaged: 31.4 points below standard -Students with Disabilities: 84.7 points below standard -Hispanic: 37.8 points below standard -White: 15.7 points above standard		2024-25: (2025 Dashboard) -All Students: 3.5 points above standard -English Learners: 16.1 points below standard -Socioeconomically Disadvantaged: 3.6 points below standard -Students with Disabilities: 6.5 points below standard -Hispanic: 19.2 points below standard -White: 33.1 points above standard	2025-26: (2026 Dashboard) -All Students: 23.0 points below standard -English Learners: 49.0 points below standard -Socioeconomically Disadvantaged: 35.0 points below standard -Students with Disabilities: 93.0 points below standard -Hispanic: 30.0 points below standard -White: *
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 60.7% -English Learners: 57.6% -Socioeconomically Disadvantaged: 57.5% -Students with Disabilities: 68.8% -Hispanic: 59.7% -White: *	2024-25: (Fall to Spring) -All Students: 44.8% -English Learners: 38.5% -Socioeconomically Disadvantaged: 46.0% -Students with Disabilities: 52.9% -Hispanic: 43.4% -Asian: 50.0% -White: 46.7%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Asian: >= 50% -Hispanic: >= 50% -White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.13 (CGP: 87th percentile) • English Learners:	2024-25: (Fall to Spring) • All Students: CGI: -0.01 (CGP: 50th percentile) • English Learners: CGI: 0.18		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		CGI: 1.00 (CGP: 84th percentile) • Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile) • Students with Disabilities: CGI: 3.54 (CGP: 100th percentile) • Hispanic: CGI: 1.41 (CGP: 92nd percentile) • White: *	(CGP: 57th percentile) • Socioeconomically Disadvantaged: CGI: 0.20 (CGP: 58th percentile) • Students with Disabilities: CGI: 1.04 (CGP: 85th percentile) • Hispanic: CGI: -0.04 (CGP: 48th percentile) • Asian: CGI: 0.24 (CGP: 60th percentile) • White: CGI: 0.08 (CGP: 53rd percentile)			-Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Asian: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 21.90% -English Learners: 2.33% -Socioeconomically Disadvantaged: 16.38% -Students with Disabilities: 4.35% -Asian: * -Hispanic: 17.3% -White: *	2023-24: -All Students: 27.45% -English Learners: 10.00% -Socioeconomically Disadvantaged: 21.05% -Students with Disabilities: 7.14% -Hispanic: 16.82% -White: 52.63%		2024-25: -All Students: 45.80% -English Learners: 30.00% -Socioeconomically Disadvantaged: 41.96% -Students with Disabilities: 70.00% -Asian: * -Hispanic: 37.93% -White: 63.64%	2025-26: -All Students: >= 30.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 26.00% -Students with Disabilities: >= 10.00% -Hispanic: >= 26.00% -White: *
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the	2022-23: (2023 Dashboard) -All Students: 58.2 points below standard	2023-24: (2024 Dashboard) -All Students: 42.0 points below standard		2024-25: (2025 Dashboard) -All Students: 9.7 points below standard	2025-26: (2026 Dashboard) -All Students: 49.0 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	CA School Dashboard (Source: CA School Dashboard)	-English Learners: 79.9 points below standard -Socioeconomically Disadvantaged: 69.5 points below standard -Students with Disabilities: 101.7 points below standard -Asian: * -Hispanic: 67.8 points below standard -White: *	-English Learners: 51.0 points below standard -Socioeconomically Disadvantaged: 54.7 points below standard -Students with Disabilities: 86.1 points below standard -Hispanic: 57.2 points below standard -White: 9.5 points below standard		-English Learners: 26.3 points below standard -Socioeconomically Disadvantaged: 15.1 points below standard -Students with Disabilities: 8.1 points above standard -Hispanic: 22.7 points below standard -White: 12.3 points above standard	-English Learners: 70.0 points below standard -Socioeconomically Disadvantaged: 60.0 points below standard -Students with Disabilities: 87.0 points below standard -Hispanic: 58.0 points below standard -White: *
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 60.7% -English Learners: 57.6% -Socioeconomically Disadvantaged: 57.5% -Students with Disabilities: 68.8% -Hispanic: 59.7% -White:*	2024-25: (Fall to Spring) -All Students: 67.0% -English Learners: 56.1% -Socioeconomically Disadvantaged: 66.7% -Students with Disabilities: 79.4% -Hispanic: 63.7% -Asian: 75.0% -White: 74.2%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Asian: >= 50% -Hispanic: >= 50% -White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 0.44 (CGP: 67th percentile) • English Learners: CGI: 0.57 (CGP: 72nd percentile) • Socioeconomically Disadvantaged: CGI: 0.49 (CGP:	2024-25: (Fall to Spring) • All Students: CGI: 1.70 (CGP: 96th percentile) • English Learners: CGI: 0.90 (CGP: 82nd percentile) • Socioeconomically Disadvantaged: CGI: 1.73 (CGP:		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		69th percentile) • Students with Disabilities: CGI: 2.29 (CGP: 99th percentile) • Hispanic: CGI: 0.42 (CGP: 66th percentile) • White: CGI: *	96th percentile) • Students with Disabilities: CGI: 4.34 (CGP: 100th percentile) • Hispanic: CGI: 1.52 (CGP: 94th percentile) • Asian: CGI: 2.12 (CGP: 98th percentile) • White: CGI: 2.14 (CGP: 98th percentile)			-Asian: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 33.3%	2023-24: (2024 Dashboard) 34.4%		2024-25: (2025 Dashboard) 41.8%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 13.6%	2023-24: (Internal) 5.9%		2024-25: (Internal) 7.2%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 29.55% -English Learners: 0.00% -Socioeconomically Disadvantaged: 25.71% -Students with Disabilities: * -Hispanic: 20.59%	2023-24: -All Students: 18.52% -English Learners: 0.00% -Socioeconomically Disadvantaged: 13.33% -Students with Disabilities: * -Hispanic: 13.52% -White: *		2024-25: -All Students: 18.36% -English Learners: * -Socioeconomically Disadvantaged: 15.22% -Students with Disabilities: * -Hispanic: 17.15% -White: *	2025-26: -All Students: >= 30.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 30.00% -Students with Disabilities: * -Hispanic: >= 30.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						-White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	No	Fully Implemented			$1,427,443.66	$772,733.77
2.2	**Professional development for high-quality instruction**	Yes	Fully Implemented			$34,141.08	$14,434.82

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Tuition reimbursement for professional development: Resource: Title II, $5,000						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, Spelling City, Cambium Learning,	Yes	Fully Implemented			$658,845.22	$308,841.87

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Learning A-Z, Alexandria Library, Mystery Science and myON.) The following expenditures will be funded by federal Title funds: -Instructional Aide Salaries: Resource: Title I, $52,392.56 -Benefits: Resource: Title I, $18,442.18 -Educational Software: Resource: Title I, $6,237.24 -Educational Software: Resource: Title IV, Part A (ESEA), $3,033 LREBG ACTION: The planned use of the unexpended LREBG funds aligns with Action 2.3, which focuses on implementing a Multi-Tiered System of Supports (MTSS) to deliver targeted academic and social-emotional interventions. Funds will support personnel costs associated with providing small group and one-on-one interventions, co-taught classes, extended learning opportunities, and collaborative support meetings to ensure student progress is consistently monitored and addressed.						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated	Yes	Fully Implemented			$128,519.94	$68,101.45

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: N/A						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate	No	Fully Implemented			$947,199.60	$456,882.57

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

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 0%	2024-25: (As of 6/5/25) 10%		2025-26: (As of 1/23/26) 11%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 98%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 98%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: >= 80%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities.	Yes	Fully Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: -Educational Software - Resource: Title I; Amount: $1,296	Yes	Fully Implemented			$1,296.00	$1,737.71

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.	Yes	Fully Implemented				$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$129,486.65	$66,174.95

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$654,965.70	$324,823.17

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 8		2025-26: (As of 1/23/26) 4	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 4	2024-25: (As of 6/5/25) 5		2025-26: (As of 1/23/26) 3	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 42	2024-25: (As of 6/5/25) 42		2025-26: (As of 1/23/26) 16	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 20.4%	2024-25: (As of 6/5/25) 32.2%		2025-26: (As of 1/23/26) 20.0%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.56%	2024-25 P-2 ADA: (Months 1-8) 93.05%		2025-26 P-1 ADA: (Months 1-5) 94.19%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 29.0%	2023-24: (2024 Dashboard) 16.2% 2024-25: (As of 6/5/25) 25.8%		2024-25: (2025 Dashboard) 27.3% 2025-26: (As of 1/23/26) 15.9%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.4%	2023-24: (2024 Dashboard) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) <= 2.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
			2024-25: (As of 5/28/25) 0.00%		2025-26: (As of 1/23/26) 0.00%	
4.8	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 5/28/25) 0.00%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.9	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 96.8% Families: 82.2% Staff: 97.2%	2024-25: Students: 100.0% Families: 71.4% Staff: 72.5%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.10	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 68.0% Families: 97.0% Staff: 81.0%	2024-25: Students: 68% Families: 97% Staff: 75%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%
4.11	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 89% Families: 96% Staff: 88%	2024-25: Students: 85% Families: 99% Staff: 68%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.12	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 95.91%	2024-25: (Spring 2024 to Fall 2024) 92%		2025-26: (Spring 2025 to Fall 2025) 93%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.	Yes	Fully Implemented			$1,043.00	$534.64

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for	Yes	Fully Implemented			$142,251.18	$70,350.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title I funds: -5800 Professional Services: $1,620 -3500 Unemployment Insurance: $40 -3300 OASDI/Medicare: $116 -3100 STRS: $1,528 -1100 Teacher Salaries: $8,000						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students	Yes	Fully Implemented			$129,476.23	$64,910.37

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Resource: Title I, $4,540.32						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds:	Yes	Fully Implemented			$1,620.00	$830.41

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	-Professional Services - Title I: $1,620						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$401,116.12	$200,406.37

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$4,228,074	$2,156,318
LCFF Supplemental/Concentration Grants	$1,137,707	$580,231

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy-Bell	Adrian Uribe Principal	auribe@magnoliapublicschools.org (323) 826-3925

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 75.2%	2022-23: 69.2%		2023-24: 70.3%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%	2024-25 (As of 6/5/25): 0%		2025-26 (As of 1/23/26): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2025-26 (As of 1/23/26): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 54%	2024-25: (Fall 2023 to Fall 20224) 52%		2025-26: (Fall 2024 to Fall 2025) 76%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 93.9%	2024-25: (As of 5/31/25) 93.4%		2025-26: (First Semester): 94.8%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: Payroll fees, teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, and retirement service fees. The following expenditures will be funded by federal Title funds: N/A	No	Partially Implemented			$23,246.00	$13,489.58
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional,	No	Fully Implemented			$404,326.62	$220,463.51

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: Depreciation, technology, TelecomInternet, textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality	No	Fully Implemented			$640,195.00	$351,183.29

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	learning and working environments. Charter School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School	Yes	Fully Implemented			$21,930.00	$31,250.66

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, and water. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human	No	Fully Implemented			$880,525.00	$447,661.27

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

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 71%	2024-25: (As of 5/29/25) 101%		2025-26: (As of 1/28/26) 0%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 85%	2024-25: (First semester) 66%		2025-26: (First semester) 54%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 35.29% -English Learners: 0.00% -Socioeconomically Disadvantaged: 34.55% -Students with Disabilities: 6.06% -Asian: *	2023-24: -All Students: 32.75% -English Learners: 0.00% -Socioeconomically Disadvantaged: 32.25% -Students with Disabilities: 7.50% -Hispanic: 32.16%		2024-25: -All Students: 32.98% -English Learners: 0.00% -Socioeconomically Disadvantaged: 30.36% -Students with Disabilities: 10.25% -Asian: *	2025-26: -All Students: >= 40.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 40.00% -Students with Disabilities: >= 15.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Hispanic: 34.11% -White: 48.0%	-White: 42.86%		-Hispanic: 32.77% -White: 31.58%	-Hispanic: >= 40.00% -White: >= 45.00%
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 41.1 points below standard -English Learners: 109.8 points below standard -Socioeconomically Disadvantaged: 41.9 points below standard -Students with Disabilities: 134.4 points below standard -Asian: * -Hispanic: 43.4 points below standard -White: 13.0 points below standard	2023-24: (2024 Dashboard) -All Students: 50.1 points below standard -English Learners: 102.2 points below standard -Socioeconomically Disadvantaged: 54.3 points below standard -Students with Disabilities: 131.9 points below standard -Hispanic: 49.9 points below standard -White: *		2024-25: (2025 Dashboard) -All Students: 41.9 points below standard -English Learners: 96.3 points below standard -Socioeconomically Disadvantaged: 45.3 points below standard -Students with Disabilities: 92.6 points below standard -Hispanic: 40.8 points below standard -White: 67.5 points above standard	2025-26: (2026 Dashboard) -All Students: 32.0 points below standard -English Learners: 95.0 points below standard -Socioeconomically Disadvantaged: 32.0 points below standard -Students with Disabilities: 115.0 points below standard -Hispanic: 35.0 points below standard -White: 5.0 points below standard
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 50.1% -English Learners: 46.6% -Socioeconomically Disadvantaged: 49.1% -Students with Disabilities: 55.6% -Hispanic: 51.5% -White: *	2024-25: (Fall to Spring) -All Students: 40.1% -English Learners: 42.1% -Socioeconomically Disadvantaged: 39.8% -Students with Disabilities: 45.9% -Hispanic: 40.6% -White: 25.0%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: -0.06 (CGP: 47th percentile) • English Learners:	2024-25: (Fall to Spring) • All Students: CGI: -1.12 (CGP: 13th percentile) • English Learners: CGI: -1.15		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		CGI: 0.51 (CGP: 69th percentile) • Socioeconomically Disadvantaged: CGI: -0.07 (CGP: 47th percentile) • Students with Disabilities: CGI: 0.53 (CGP: 70th percentile) • Hispanic: CGI: -0.04 (CGP: 48th percentile) • White: *	(CGP: 12th percentile) • Socioeconomically Disadvantaged: CGI: -1.20 (CGP: 12th percentile) • Students with Disabilities: CGI: -0.81 (CGP: 21st percentile) • Hispanic: CGI: -1.08 (CGP: 14th percentile) • White: CGI: -2.14 (CGP: 2nd percentile)			>= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 17.37% -English Learners: 1.85% -Socioeconomically Disadvantaged: 16.82% -Students with Disabilities: 6.06% -Asian: * -Hispanic: 16.33% -White: 32.0%	2023-24: -All Students: 13.86% -English Learners: 0.00% -Socioeconomically Disadvantaged: 13.61% -Students with Disabilities: 0.00% -Hispanic: 14.06% -White: 14.29%		2024-25: -All Students: 17.51% -English Learners: 2.17% -Socioeconomically Disadvantaged: 16.12% -Students with Disabilities: 7.50% -Asian: * -Hispanic: 17.33% -White: 15.79%	2025-26: -All Students: >= 24.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 24.00% -Students with Disabilities: >= 10.00% -Hispanic: >= 24.00% -White: *
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 94.6 points below standard -English Learners: 140.6 points below standard	2023-24: (2024 Dashboard) -All Students: 103.3 points below standard -English Learners: 138.3 points below standard		2024-25: (2025 Dashboard) -All Students: 90.6 points below standard -English Learners: 125.8 points below standard	2025-26: (2026 Dashboard) -All Students: 82.0 points below standard -English Learners: 120.0 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Socioeconomically Disadvantaged: 94.5 points below standard -Students with Disabilities: 156.9 points below standard -Asian: * -Hispanic: 97.6 points below standard -White: *	-Socioeconomically Disadvantaged: 100.8 points below standard -Students with Disabilities: 172.7 points below standard -Hispanic: 102.9 points below standard -White: 96.9 points below standard		-Socioeconomically Disadvantaged: 92.1 points below standard -Students with Disabilities: 136.6 points below standard -Hispanic: 91.0 points below standard -White: 97.2 points below standard	-Socioeconomically Disadvantaged: 82.0 points below standard -Students with Disabilities: 135.0 points below standard -Hispanic: 85.0 points below standard -White: *
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 41.0% -English Learners: 34.5% -Socioeconomically Disadvantaged: 39.2% -Students with Disabilities: 40.5% -Hispanic: 41.9 -White: *	2024-25: (Fall to Spring) -All Students: 54.7% -English Learners: 43.9% -Socioeconomically Disadvantaged: 53.0% -Students with Disabilities: 63.9% -Hispanic: 53.8% -White: 61.1%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: -0.83 (CGP: 20th percentile) • English Learners: CGI: -1.16 (CGP: 9th percentile) • Socioeconomically Disadvantaged: CGI: -0.98 (CGP: 16th percentile) • Students with Disabilities:	2024-25: (Fall to Spring) • All Students: CGI: 0.24 (CGP: 60th percentile) • English Learners: CGI: 0.32 (CGP: 63rd percentile) • Socioeconomically Disadvantaged: CGI: -0.11 (CGP: 46th percentile) • Students with Disabilities:		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		CGI: -0.10 (CGP: 46th percentile) • Hispanic: CGI: -0.75 (CGP: 23rd percentile) • White: *	CGI: 1.53 (CGP: 94th percentile) • Hispanic: CGI: 0.28 (CGP: 61st percentile) • White: CGI: -0.43 (CGP: 33rd percentile)			-White: CGI >= 0 (CGP >= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 44.4%	2023-24: (2024 Dashboard) 45.0%		2024-25: (2025 Dashboard) 60.0%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 20.4%	2023-24: (Internal) 9.7%		2024-25: (Internal) 28.8%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 24.64% -English Learners: * -Socioeconomically Disadvantaged: 23.73% -Students with Disabilities: 8.33% -Hispanic: 24.59%	2023-24: -All Students: 21.59% -English Learners: 0.00% -Socioeconomically Disadvantaged: 22.22% -Students with Disabilities: 0.00% -Hispanic: 19.68% -White: 0.00%		2024-25: -All Students: 15.03% -English Learners: 0.00% -Socioeconomically Disadvantaged: 12.14% -Students with Disabilities: 0.00% -Hispanic: 14.96% -White: *	2025-26: -All Students: >= 25.00% -English Learners: * -Socioeconomically Disadvantaged: >= 25.00% -Students with Disabilities: >= 10.00% -Hispanic: >= 25.00% -White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum**	No	Fully Implemented			$1,415,501.16	$748,904.05

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal categorical funds: N/A						
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities	Yes	Fully Implemented			$46,642.00	$16,502.64

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: Services & Other Operating Expenses - Professional Development: Resource: -Title II Prof Dev-Other: $16,448 -Title II Professional Development: $7,000						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize	Yes	Fully Implemented			$661,500.06	$335,087.05

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I/ELD coordinator salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Paper, BrainPOP, Cityspan, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -3010 Title I 4340 Education Software: $19,813.13 -3010 Title I 3500 Unemployment Insurance: $138.11 -3010 Title I 3400 Health & Welfare Benefits: $3,738.87 -3010 Title I 3300 OASDI/Medicare: $400.52 -3010 Title I 3100 STRS: $5,275.76						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	-3010 Title I 1100 Teacher Salaries: $27,588						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.	Yes	Fully Implemented			$139,056.30	$72,537.66

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: -3010 Title I 3500 Unemployment Insurance: $62.70 -3010 Title I 3300 OASDI/Medicare: $181.83 -3010 Title I 3100 STRS: $2,395.14 -3010 Title I 1100 Teacher Salaries: $12,540.00 -3010 Title I 5800 Professional Services: $7,976						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress	No	Fully Implemented			$802,094.17	$381,664.06

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: -(Non-personnel): Title IV, Part A ESEA (ESSA), Professional Services: $8,000 -(Non-personnel): Title I, Educational Software: $5,412						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 16%	2024-25: (As of 6/5/25) 14%		2025-26: (As of 1/23/26) 23%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 99%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 98%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: >= 80%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities.	Yes	Fully Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$2,241.00	$1,148.74

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, and internet security program fees. The following expenditures will be funded by federal Title funds:	Yes	Fully Implemented			$8,720.35	$4,470.05

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	-Educational Software: Resource: Title IV, Part A, Amount: $3,000						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$297,485.03	$152,781.73

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$719,369.15	$358,155.90

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 8	2024-25: (As of 6/5/25) 5		2025-26: (As of 1/23/26) 4	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 3	2024-25: (As of 6/5/25) 4		2025-26: (As of 1/23/26) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 60	2024-25: (As of 6/5/25) 42		2025-26: (As of 1/23/26) 28	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 22.7%	2024-25: (As of 6/5/25) 42.0%		2025-26: (As of 1/23/26) 24.9%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 92.50%	2024-25 P-2 ADA: (Months 1-8) 92.48%		2025-26 P-1 ADA: (Months 1-5) 94.80%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 28.4%	2023-24: (2024 Dashboard) 27.1% 2024-25: (As of 6/5/25) 25.8%		2024-25: (2025 Dashboard) 27.0% 2025-26: (As of 1/23/26) 13.6%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.7%	2024-25: (As of 6/5/25) 0.0%		2025-26: (As of 1/23/26) 1.4%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.5%	2023-24: (2024 Dashboard) 3.5% 2024-25: (As of 5/28/25) 6.1%		2024-25: (2025 Dashboard) 6.4% 2025-26: (As of 1/23/26) 0.5%	2025-26: (2026 Dashboard) <= 2.5%
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.24% 2024-25: (As of 5/28/25) 0.00%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.10	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 99.7% Families: 99.7% Staff: 100.0%	2024-25: Students: 96.3% Families: 41.8% Staff: 94.4%		Survey Administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 56.0% Families: 93.0% Staff: 68.0%	2024-25: Students: 58% Families: 94% Staff: 61%		Survey Administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 66% Families: 93% Staff: 77%	2024-25: Students: 60% Families: 90% Staff: 58%		Survey Administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 94.26%	2024-25: (Spring 2024 to Fall 2024) 94%		2025-26: (Spring 2025 to Fall 2025) 92%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and	Yes	Fully Implemented			$275.00	$140.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees and stipends for staff participation/service to SSC, ELAC, and Board Meetings. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter	Yes	Fully Implemented			$215,908.04	$114,323.78

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -3010 Title I 5800 Professional Services: $7,500 -3010 Title I 3500 Unemployment Insurance: $30 -3010 Title I 3300 OASDI/Medicare: $87 -3010 Title I 3100 STRS: $1,146 -3010 Title I 1100 Teacher Salaries: $6,000						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and	Yes	Fully Implemented			$379,445.96	$187,820.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -3010 Title I 4310 Ins Mats & Sups: $4,053 -3010 Title I 4340 Educational Software: $9,900						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about	Yes	Fully Implemented			$2,000.00	$1,025.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: -3010 Title I 5800 Professional Services: $2,000						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses.	Yes	Fully Implemented			$322,744.84	$161,261.55

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

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$5,412,561	$2,760,406
LCFF Supplemental/Concentration Grants	$1,385,373	$706,540

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Santa Ana	Steven Keskinturk Principal	skeskinturk@magnoliapublicschools.org (714) 479-0115

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 90.6%	2022-23: 88.8%		2023-24: 91.9%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%	2024-25 (As of 6/5/25): 0%		2025-26 (As of 1/23/26): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2025-26 (As of 1/23/26): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%	2024-25: (Fall 2023 to Fall 20224) 79%		2025-26: (Fall 2024 to Fall 2025) 91%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 95.0%	2024-25: (As of 5/31/25) 95.3%		2025-26: (As of First semester): 95.9%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation			$40,858.00	$23,616.51
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional,	No	Ongoing Implementation			$855,764.57	$455,724.25

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter	No	Ongoing Implementation			$581,984.38	$368,748.19

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy	Yes	Ongoing Implementation			$54,756.20	$29,792.78

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.	No	Ongoing Implementation			$1,464,737.00	$783,876.12

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

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 70%	2024-25: (As of 5/29/25) 66%		2025-26: (As of 1/23/26) 15%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 86%	2024-25: (First semester) 84%		2025-26: (First semester) 80%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 43.68% -English Learners: 4.84% -Socioeconomically Disadvantaged: 39.66% -Students with Disabilities: 24.45% -Asian: *	2023-24: -All Students: 47.53% -English Learners: 9.09% -Socioeconomically Disadvantaged: 44.50% -Students with Disabilities: 18.36% -Hispanic: 43.31%		2024-25: -All Students: 49.82% -English Learners: 15.19% -Socioeconomically Disadvantaged: 45.96% -Students with Disabilities: 20.83% -Asian: *	2025-26: -All Students: >= 46.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 42.00% -Students with Disabilities: >= 25.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Hispanic: 41.42% -White: 57.9%	-White: 71.43%		-Hispanic: 44.86% -White: 85.00%	-Hispanic: >= 44.00% -White: >= 55.00%
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 14.6 points below standard -English Learners: 56.2 points below standard -Socioeconomically Disadvantaged: 23.4 points below standard -Students with Disabilities: 75.7 points below standard -Asian: * -Hispanic: 21.2 points below standard -White: 71.9 points above standard	2023-24: (2024 Dashboard) -All Students: 8.3 points below standard -English Learners: 42.8 points below standard -Socioeconomically Disadvantaged: 15.5 points below standard -Students with Disabilities: 77.9 points below standard -Hispanic: 18.9 points below standard -White: 61.9 points above standard		2024-25: (2025 Dashboard) -All Students: 3.1 points below standard -English Learners: 40.1 points below standard -Socioeconomically Disadvantaged: 10.4 points below standard -Students with Disabilities: 71.2 points below standard -Hispanic: 14.4 points below standard -White: 75.2 points above standard	2025-26: (2026 Dashboard) -All Students: 5.0 points below standard -English Learners: 47.0 points below standard -Socioeconomically Disadvantaged: 14.0 points below standard -Students with Disabilities: 66.0 points below standard -Hispanic: 12.0 points below standard -White: 72.0 points above standard
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 57.4% -English Learners: 63.2% -Socioeconomically Disadvantaged: 56.6% -Students with Disabilities: 52.9% -Hispanic: 56.3% -White: 62.8%	2024-25: (Fall to Spring) -All Students: 58.1% -English Learners: 57.6% -Socioeconomically Disadvantaged: 54.9% -Students with Disabilities: 47.5% -Hispanic: 55.9% -White: 72.5%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 0.89 (CGP: 81st percentile) • English Learners:	2024-25: (Fall to Spring) • All Students: CGI: 0.96 (CGP: 83rd percentile) • English Learners: CGI: 2.42		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		CGI: 1.84 (CGP: 97th percentile) • Socioeconomically Disadvantaged: CGI: 0.92 (CGP: 82nd percentile) • Students with Disabilities: CGI: 0.44 (CGP: 67th percentile) • Hispanic: CGI: 0.78 (CGP: 78th percentile) • White: CGI: 1.91 (CGP: 97th percentile)	(CGP: 99th percentile) • Socioeconomically Disadvantaged: CGI: 1.05 (CGP: 85th percentile) • Students with Disabilities: CGI: 0.40 (CGP: 66th percentile) • Hispanic: CGI: 0.85 (CGP: 80th percentile) • White: CGI: 2.30 (CGP: 99th percentile)			>= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: -All Students: 34.77% -English Learners: 7.94% -Socioeconomically Disadvantaged: 30.77% -Students with Disabilities: 19.56% -Asian: * -Hispanic: 31.12% -White: 52.64%	2023-24: -All Students: 39.78% -English Learners: 16.89% -Socioeconomically Disadvantaged: 34.07% -Students with Disabilities: 18.37% -Hispanic: 33.63% -White: 72.41%		2024-25: -All Students: 42.11% -English Learners: 22.22% -Socioeconomically Disadvantaged: 38.82% -Students with Disabilities: 18.75% -Asian: * -Hispanic: 36.73% -White: 80.00%	2025-26: -All Students: >= 37.00% -English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 34.00% -Students with Disabilities: >= 20.00% -Hispanic: >= 35.00% -White: >= 50.00%
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 39.9 points below standard -English Learners: 74.7 points below standard	2023-24: (2024 Dashboard) -All Students: 36.5 points below standard -English Learners: 62.9 points below standard		2024-25: (2025 Dashboard) -All Students: 26.0 points below standard -English Learners: 56.9 points below standard	2025-26: (2026 Dashboard) -All Students: 30.0 points below standard -English Learners: 65.0 points below standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Socioeconomically Disadvantaged: 48.9 points below standard -Students with Disabilities: 88.3 points below standard -Asian: * -Hispanic: 50.0 points below standard -White: 45.4 points above standard	-Socioeconomically Disadvantaged: 49.4 points below standard -Students with Disabilities: 96.7 points below standard -Hispanic: 50.9 points below standard -White: 33.7 points above standard		-Socioeconomically Disadvantaged: 32.0 points below standard -Students with Disabilities: 84.1 points below standard -Hispanic: 37.6 points below standard -White: 43.4 points above standard	-Socioeconomically Disadvantaged: 39.0 points below standard -Students with Disabilities: 79.0 points below standard -Hispanic: 36.0 points below standard -White: 46.0 points above standard
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 61.7% -English Learners: 47.8% -Socioeconomically Disadvantaged: 60.6% -Students with Disabilities: 52.2% -Hispanic: 60.1% -White: 72.1%	2024-25: (Fall to Spring) -All Students: 63.8% -English Learners: 57.6% -Socioeconomically Disadvantaged: 64.6% -Students with Disabilities: 55.6% -Hispanic: 62.1% -White: 70.0%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -Hispanic: >= 50% -White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 0.93 (CGP: 82nd percentile) • English Learners: CGI: 0.37 (CGP: 64th percentile) • Socioeconomically Disadvantaged: CGI: 0.93 (CGP: 82nd percentile) • Students with	2024-25: (Fall to Spring) • All Students: CGI: 1.56 (CGP: 94th percentile) • English Learners: CGI: 1.53 (CGP: 94th percentile) • Socioeconomically Disadvantaged: CGI: 1.78 (CGP: 96h percentile) • Students with		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Disabilities: CGI: 0.19 (CGP: 58th percentile) • Hispanic: CGI: 0.77 (CGP: 78th percentile) • White: CGI: 1.84 (CGP: 97th percentile)	Disabilities: CGI: 1.79 (CGP: 96th percentile) • Hispanic: CGI: 1.64 (CGP: 95th percentile) • White: CGI: 1.13 (CGP: 87th percentile)			-White: CGI >= 0 (CGP >= 50th percentile)
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 73.3%	2023-24: (2024 Dashboard) 34.0%		2024-25: (2025 Dashboard) 43.4%	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 22.6%	2023-24: (Internal) 10.1%		2024-25: (Internal) 13.9%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 29.63% -English Learners: 4.17% -Socioeconomically Disadvantaged: 28.42% -Students with Disabilities: 12.5% -Hispanic: 26.59%	2023-24: -All Students: 34.72% -English Learners: 2.70% -Socioeconomically Disadvantaged: 30.00% -Students with Disabilities: 21.74% -Hispanic: 30.39% -White: 76.92%		2024-25: -All Students: 27.05% -English Learners: 0.00% -Socioeconomically Disadvantaged: 21.28% -Students with Disabilities: 5.00% -Hispanic: 21.50% -White: 38.89%	2025-26: -All Students: >= 31.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 30.00% -Students with Disabilities: >= 15.00% -Hispanic: >= 29.00% -White: *

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation			$3,175,181.93	$1,848,041.74
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to	Yes	Ongoing Implementation			$42,017.06	$21,537.94

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Non Personnel Federal 4035 Title II 5864 Prof. Dev-Other $20,000						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize	Yes	Ongoing Implementation			$640,991.32	$351,095.99

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Infinite Campus fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, ALEKS, IXL, Accelerated Reader, Standards Plus, Quizizz, Padlet, BrainPOP, NextGenMath, Spelling City, Seesaw, and MyON.) The following expenditures will be funded by federal Title funds: -Non personnel 4127 Title IV, Part A 4340 Educational Software $3.353.84 -Non personnel 3010 Title I 4340 Educational Software $49,742.95						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	-Personnel 3010 Title I: Teacher Salaries and Benefits: $143,051.66						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences.	Yes	Ongoing Implementation			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: N/A						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and	No	Ongoing Implementation			$1,025,553.86	$555,074.93

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: N/A						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 10%	2024-25: (As of 6/5/25) 19%		2025-26: (As of 1/23/26) 9%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 97%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 94%	2024-25: (As of 6/5/25) 87%		2025-26: (As of 1/23/26) 100%	2026-27: >= 80%
3.4	Percentage of students in the current year College Career Indicator (CCI) who earned Prepared on the CCI (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 72.4%	2024-25: (As of 5/23/25) 75.0%		2024-25: (2025 Dashboard) 81.6%	2025-26: (2026 Dashboard) >= 55.0%
3.5	Percentage of students who have demonstrated college preparedness pursuant to the Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-ELA/Literacy assessments in Grade 11 (Source: CDE DataQuest)	2022-23: 61.11%	2024-25: (As of 5/23/25) 65.35%		2024-25: 68.63%	2025-26: >= 55.00%
3.6	Percentage of students who have demonstrated college preparedness pursuant to the	2022-23: 33.33%	2024-25: (As of 5/23/25) 50.93%		2024-25: 43.14%	2025-26: >= 35.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Early Assessment Program (EAP), as measured by meeting or exceeding standard on the CAASPP-Mathematics assessments in Grade 11 (Source: CDE DataQuest)					
3.7	Percentage of all AP exam takers in the current year with a score of 3 or higher (Source: College Board)	2022-23: 56.0%	2023-24: 66.3%		2024-25: 80.3%	2025-26: >= 55.0%
3.8	Percentage of seniors who have passed an AP exam with a score of 3 or higher during their high school years (Source: College Board)	2022-23: 27.6%	2023-24: 47.2%		2024-25: 58.3%	2025-26: >= 55.0%
3.9	Percentage of seniors who have completed at least two semesters of college coursework with a grade of C minus or better in academic/CTE subjects where college credit is awarded (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 27.6%	2023-24: (2024 Dashboard) 54.3%		2024-25: (2025 Dashboard) 83.9%	2025-26: (2026 Dashboard) >= 35.0%
3.10	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for entrance to the UC/CSU (Source: CA School Dashboard, CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 100.0%	2024-25: (As of 5/23/25) 86.1%		2024-25: (2025 Dashboard) 0.00% 2025-26: (First Semester) 85.7%	2025-26: (2026 Dashboard) >= 90.0%
3.11	Percentage of cohort graduates who have successfully completed courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 6.5%	2025-26: (2026 Dashboard) >= 10.0%
3.12	Percentage of cohort graduates who have successfully completed both types of courses: courses that satisfy the requirements for entrance to the UC/CSU and	2022-23: (2023 Dashboard) 0.00%	2024-25: (As of 5/23/25) 0.00%		2024-25: (2025 Dashboard) 0.00%	2025-26: (2026 Dashboard) >= 10.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	courses that satisfy the requirements for CTE sequences or programs of study that align with state board-approved CTE standards and frameworks (Source: CA School Dashboard, CALPADS)					
3.13	Percentage of cohort graduates who have earned a Seal of Biliteracy (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 20.7%	2024-25: (As of 5/23/25) 16.7%		2024-25: (CDE Dataquest) 15.8%	2025-26: (CDE DataQuest) >= 20.0%
3.14	Percentage of cohort graduates who have earned a Golden State Seal Merit Diploma (Source: CDE DataQuest, CALPADS)	2022-23 (CDE DataQuest): 34.5%	2024-25: (As of 5/23/25) 55.6%		2024-25: (CDE Dataquest) 52.6%	2025-26: (CDE DataQuest) >= 30.0%
3.15	Percentage of cohort graduates who have earned an Advanced or Honors MPS Diploma (Source: SIS)	2023-24: 65.7%	2024-25: (As of 5/23/25) 77.8%		2024-25: 77.8%	2026-27: >= 50.0%
3.16	Percentage of high school completers who have been accepted to a 4-year or 2-year college (Source: Naviance)	2023-24: 94%	2024-25: (As of 5/23/25) 100.0%		2024-25: 100.0%	2026-27: >= 90%
3.17	Percentage of high school completers who have been accepted to a 4-year college (Source: Naviance)	2023-24: 83%	2024-25: (As of 5/23/25) 83.0%		2024-25: 83.0%	2026-27: >= 60%
3.18	College-Going Rate (Source: CDE DataQuest)	Class of 2021: 75.0%	Class of 2022: 76.3%		Class of 2023: 83.9%	Class of 2024: >= 60%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will offer individual graduation plans, outlining the classes students will take during their high school years. Students will be provided credit recovery opportunities and	Yes	Ongoing Implementation			$128,848.59	$87,652.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	individualized support to ensure timely high school graduation. Charter School will offer Advisory and College Readiness classes and activities to support our students in the areas, including, but not limited to, college planning and career exploration, college application and financial aid submission. Charter School will provide students with opportunities to take Advanced Placement (AP) courses based on student needs and interests. Charter School will promote a college-going culture through dual and concurrent enrollment, AP courses, college visits, college/career days, and other college related activities. Charter School will also explore CTE options to provide students with opportunities to explore a career theme of interest while learning a set of technical and employability skills that integrate into or complement their academic studies. Expenditures associated with this action include the following: college counselor salary and benefits, AP teacher stipends, Naviance program fees, AP exam fees, AP course materials, and other college-related materials and activities. The following expenditures will be funded by federal Title funds: N/A						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS	Yes	Ongoing Implementation			$636.00	$326.01

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as AP Computer Science Principles, Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: -4340 Educational Software Resource: 4127 Title IV, Part A $636						
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand	Yes	Ongoing Implementation			$292,622.44	$154,442.52

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees. The following expenditures will be funded by federal Title funds: -4340 Educational Software Resource: 4127 Title IV, Part A $3,587.04						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate	Yes	Ongoing Implementation			$327,069.63	$166,429.22

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: -Educational Software Resource: 4127 Title IV, Part A: $424 -Certified Pupil Support Salary and Benefits: $11,259.46						
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated	Yes	Ongoing Implementation			$715,652.02	$340,269.82

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A						

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 8		2025-26: (As of 1/23/26) 4	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 4	2024-25: (As of 6/5/25) 4		2025-26: (As of 1/23/26) 2	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 50	2024-25: (As of 6/5/25) 81		2025-26: (As of 1/23/26) 42	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 28.9%	2024-25: (As of 6/5/25) 30.3%		2025-26: (As of 1/23/26) 14.8%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 94.21%	2024-25 P-2 ADA: (Months 1-8) 94.58%		2025-26 P-1 ADA: (Months 1-5) 95.08%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 16.8%	2023-24: (2024 Dashboard) 14.9% 2024-25: (As of 6/5/25) 14.6%		2024-25: (2025 Dashboard) 15.1% 2025-26: (As of 1/23/26) 15.9%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 7.1%	2024-25: (As of 6/5/25) 0.0%		2025-26: (As of 1/23/26) 6.3%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	High School Dropout Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.0% 2024-25: (As of 6/5/25) 0.0%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 2.0%	2025-26: (CDE DataQuest) <= 2.0%
4.9	Graduation Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 97.2%	2023-24: (2024 Dashboard) 100.0% 2024-25: (As of 5/25/25) 100.0%		2024-25: (2025 Dashboard) 100.0% 2025-26: (As of 1/23/26) 100.0%	2025-26: (2026 Dashboard) >= 95.0%
4.10	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.6%	2023-24: (2024 Dashboard) 3.3% 2024-25: (As of 5/28/25) 1.3%		2024-25: (2025 Dashboard) 2.0% 2025-26: (As of 1/23/26) 1.0%	2025-26: (2026 Dashboard) <= 2.5%
4.11	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.73% 2024-25: (As of 5/28/25) 0.0%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.12	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 95.6% Families: 81.4% Staff: 100.0%	2024-25: Students: 96.7% Families: 71.5% Staff: 73.4%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.13	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following	2023-24: Students: 70.0% Families: 95.0% Staff: 88.0%	2024-25: Students: 72% Families: 97% Staff: 81%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)					
4.14	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 82% Families: 96% Staff: 96%	2024-25: Students: 82% Families: 97% Staff: 91%		Survey administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%
4.15	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 89.44%	2024-25: (Spring 2024 to Fall 2024) 89%		2025-26: (Spring 2025 to Fall 2025) 93.0%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be	Yes	Ongoing Implementation			$275.00	$140.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including	Yes	Ongoing Implementation			$340,571.13	$173,215.20

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

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -5800 Professional Services Resource: Title 1: $13,180 -3500 Unemployment Insurance Resource: Title 1: $50 -3300 OASDI/Medicare Resource: Title 1: $145 -3100 STRS Resource: Title 1: $1,910 -1100 Teacher Salaries: Resource Title 1: $10,000						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility	Yes	Ongoing Implementation			$519,095.63	$239,601.21

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -4340 Educational Software: Resource: Title IV, Part A: $6,169.2 -4310 Instructional Materials and Supplies Resource Title 1: $13,250 -4345 Non Instructional Student Supplies Resource Title III - Imm. I: $1,599.54						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: -Non-personnel - Professional Services paid with Title I: $2,650	Yes	Planned			$2,650.00	$1,358.39
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in	Yes	Ongoing Implementation			$726,447.04	$320,587.78

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

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$8,043,755	$4,102,315
LCFF Supplemental/Concentration Grants	$2,048,930	$1,044,954

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy San Diego	Megan Craig Principal	mcraig@magnoliapublicschools.org (619) 644-1300

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2021-22: 89.7%	2022-23: 88.9%		2023-24: 90.4%	2024-25: > 85%
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24: 0%	2024-25 (As of 6/5/25): 0%		2025-26 (As of 1/23/26): 0%	2026-27: 0%
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24: 0	2024-25 (As of 6/5/25): 0		2025-26 (As of 1/23/26): 0	2026-27: 0
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2022 to Fall 2023) 75%	2024-25: (Fall 2023 to Fall 20224) 86%		2025-26: (Fall 2024 to Fall 2025) 91%	2026-27: (Fall 2025 to Fall 2026) >= 80%
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/15/24) 97.2%	2024-25: (As of 5/31/25) 96.7%		2025-26: (First Semester): 96.6%	2026-27: >= 95.0%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees. The following expenditures will be funded by federal Title funds: N/A	No	Fully Implemented			$37,883.00	$21,409.76
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students. Charter	No	Fully Implemented			$481,601.27	$264,214.18

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter School will do annual and monthly facility	No	Fully Implemented			$1,251,346.54	$509,931.32

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy guidelines on nutritious foods for all food sales	Yes	Fully Implemented			$71,587.20	$37,630.05

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, refreshments and office supplies related to the Healthy and nutritious meals The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.	No	Fully Implemented			$562,524.97	$450,342.67

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

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: 100%	2024-25: (As of 6/5/25) 100%		2025-26: (As of 1/23/26) 100%	2026-27: 100%
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: (As of 5/24/24) 100%	2024-25: (As of 5/29/25) 125%		2025-26: (As of 1/23/26) 45%	2026-27: >= 85%
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: (First semester) 91%	2024-25: (First semester) 95%		2025-26: (First semester) 94%	2026-27: (First semester) >= 80%
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: -All Students: 63.01% -English Learners: 0.00% -Socioeconomically Disadvantaged: 52.03% -Students with Disabilities: 33.33% -Asian: 64.1%	2023-24: -All Students: 68.88% -English Learners: * -Socioeconomically Disadvantaged: 59.70% -Students with Disabilities: 48.00% -Asian: 74.41% -Hispanic: 53.73%		2024-25: -All Students: 72.42% -English Learners: * -Socioeconomically Disadvantaged: 60.51% -Students with Disabilities: 44.94% -African American: 47.06%	2025-26: -All Students: >= 60.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 50.00% -Students with Disabilities: >= 35.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		-Hispanic: 50.68% -White: 73.95% -Two or More Races: 75.00% -African American: 43.33%	-White: 77.25%		-Asian: 75.56% -Hispanic: 61.07% -White: 81.93% -Two or more races: 79.66%	-Two or More Races: >= 60.00% -Asian: >= 60.00% -Hispanic: >= 50.00% -White: >= 60.00%
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 27.2 points above standard -English Learners: 44.4 points below standard -Socioeconomically Disadvantaged: 1.3 points below standard -Students with Disabilities: 39.1 points below standard -Two or More Race: 33.0 points above standard -African American: 15.8 points below standard -Asian: 41.9 points above standard -Hispanic: 4.1 points above standard -White: 48.3 points above standard	2023-24: (2024 Dashboard) -All Students: 45.6 points above standard -English Learners: 9.4 points below standard -Socioeconomically Disadvantaged: 7.2 points above standard -Students with Disabilities: 7.0 points below standard -Asian: 60.4 points above standard -Hispanic: 161 points above standard -White: 69.7 points above standard		2024-25: (2025 Dashboard) -All Students: 50.8 points above standard -English Learners: 12.0 points above standard -Socioeconomically Disadvantaged: 24.9 points above standard -Students with Disabilities: 1.5 points below standard -African American:19.2 points above the standard -Asian:61.6 points above the standard -Hispanic: 18.8 points above standard -White: 73.1 points above standard -Two or more races: 61.0 points above the standard	2025-26: (2026 Dashboard) -All Students: 28.0 points above standard -English Learners: 35.0 points below standard -Socioeconomically Disadvantaged: 2.0 points above standard -Students with Disabilities: 30.0 points below standard -Two or More Races: 34.0 points above standard -African American: 6.0 points below standard -Asian: 43.0 points above standard -Hispanic: 8.0 points above standard -White: 49.0 points above standard
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) -All Students: 55.7% -English Learners: 43.8% -Socioeconomically Disadvantaged: 54.6% -Students with Disabilities: 53.4% -Asian: 40.0% -Hispanic: 62.0% -White: 56.6%	2024-25: (Fall to Spring) -All Students: 57.9% -English Learners: 40.0% -Socioeconomically Disadvantaged: 53.5 -Students with Disabilities: 53.6% -Hispanic: 56.8% -Asian: 58.0% -White: 56.7%		N/A	2026-27: (Fall to Spring) -All Students: >= 50% -English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
						-Asian: >= 50% -Hispanic: >= 50% -White: >= 50%
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 0.07 (CGP: 53rd percentile) • English Learners: CGI: 0.26 (CGP: 60th percentile) • Socioeconomically Disadvantaged: CGI: 0.04 (CGP: 52nd percentile) • Students with Disabilities: CGI: 0.55 (CGP: 71st percentile) • Asian: CGI: -0.79 (CGP: 22nd percentile) • Hispanic: CGI: 0.37 (CGP: 65th percentile) • White: CGI: 0.16 (CGP: 56th percentile)	2024-25: (Fall to Spring) • All Students: CGI: 0.07 (CGP: 53rd percentile) • English Learners: CGI: 0.28 (CGP: 61st percentile) • Socioeconomically Disadvantaged: CGI: -0.01 (CGP: 49th percentile) • Students with Disabilities: CGI: -0.16 (CGP: 44th percentile) • Hispanic: CGI: 0.15 (CGP: 56th percentile) • Asian: CGI: -0.12 (CGP: 45th percentile) • White: CGI: 0.03 (CGP: 51st percentile)		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -African American: CGI >= 0 (CGP >= 50th percentile) -Asian: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics	2022-23: -All Students: 54.65%	2023-24: -All Students: 60.32% -English Learners: *		2024-25: -All Students: 60.09% -English Learners: *	2025-26: -All Students: >= 55.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	assessments (Source: CDE DataQuest)	-English Learners: 5.88% -Socioeconomically Disadvantaged: 41.22% -Students with Disabilities: 34.67% -Two or More Races: 60.41% -Asian: 71.8% -Hispanic: 40.45% -White: 67.6%	-Socioeconomically Disadvantaged: 46.16% -Students with Disabilities: 41.89% -Asian: 81.39% -Hispanic: 45.52% -White: 70.48%		-Socioeconomically Disadvantaged: 49.69% -Students with Disabilities: 39.33% -African American: 41.18% -Asian: 71.11% -Hispanic: 44.97% -White: 73.49% -Two or more races: 57.63%	-English Learners: >= 10.00% -Socioeconomically Disadvantaged: >= 44.00% -Students with Disabilities: >= 36.00% -Two or More Races: >= 55.00% -African American: >= 30.00% -Asian: >= 60.00% -Hispanic: >= 44.00% -White: >= 60.00%
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) -All Students: 8.5 points above standard -English Learners: 60.2 points below standard -Socioeconomically Disadvantaged: 27.0 points below standard -Students with Disabilities: 56.5 points below standard -Two or More Races: 14 points above standard -African American: 41.7 points below standard -Asian: 34.5 points above standard -Hispanic: 22.8 points below standard -White: 35.9 points above standard	2023-24: (2024 Dashboard) -All Students: 26.6 points above standard -English Learners: 24.9 points below standard -Socioeconomically Disadvantaged: 12.1 points below standard -Students with Disabilities: 35.4 points below standard -Asian: 65.7 points above standard -Hispanic: 9.3 points below standard -White: 52.4 points above standard		2024-25: (2025 Dashboard) -All Students: 26.9 points above standard -English Learners: 17.1 points below standard -Socioeconomically Disadvantaged: 0.4 points below standard -Students with Disabilities: 29.3 points below standard -African American: 31.4 points below standard -Asian: 48.5 points above standard -Hispanic: 8.2 points below standard -White: 55.5 points above standard -Two or more races: 31.6 points above standard	2025-26: (2026 Dashboard) -All Students: 10.0 points above standard -English Learners: 51.0 points below standard -Socioeconomically Disadvantaged: 18.0 points below standard -Students with Disabilities: 47.0 points below standard -Two or More Races: 15.0 points above standard -African American: 32.0 points below standard -Asian: 35.0 points above standard -Hispanic: 13.0 points below standard -White: 36.0 points above standard
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment	2023-24: (Fall to Spring) -All Students: 67.3%	2024-25: (Fall to Spring) -All Students: 77.3%		N/A	2026-27: (Fall to Spring) -All Students: >= 50%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	from fall to spring (Source: NWEA MAP)	-English Learners: 70.6% -Socioeconomically Disadvantaged: 65.2% -Students with Disabilities: 67.1% -Asian: 78.7% -Hispanic: 58.3% -White: 73.2%	-English Learners: 72.7% -Socioeconomically Disadvantaged: 75.3% -Students with Disabilities: 78.7% -Hispanic: 71.8% -Asian: 86.3% -White: 80.2%			-English Learners: >= 50% -Socioeconomically Disadvantaged: >= 50% -Students with Disabilities: >= 50% -African American: >= 50% -Asian: >= 50% -Hispanic: >= 50% -White: >= 50%
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) • All Students: CGI: 1.11 (CGP: 87th percentile) • English Learners: CGI: 2.37 (CGP: 99th percentile) • Socioeconomically Disadvantaged: CGI: 1.01 (CGP: 84th percentile) • Students with Disabilities: CGI: 1.50 (CGP: 93rd percentile) • Asian: CGI: 1.22 (CGP: 89th percentile) • Hispanic: CGI: 0.50 (CGP: 69th percentile)	2024-25: (Fall to Spring) • All Students: CGI: 2.31 (CGP: 99th percentile) • English Learners: CGI: 0.99 (CGP: 84th percentile) • Socioeconomically Disadvantaged: CGI: 2.35 (CGP: 99th percentile) • Students with Disabilities: CGI: 2.62 (CGP: 94th percentile) • Hispanic: CGI: 2.07 (CGP: 98th percentile) -Asian: CGI: 2.70 (CGP: 100th percentile)		N/A	2026-27: (Fall to Spring) -All Students: CGI >= 0 (CGP >= 50th percentile) -English Learners: CGI >= 0 (CGP >= 50th percentile) -Socioeconomically Disadvantaged: CGI >= 0 (CGP >= 50th percentile) -Students with Disabilities: CGI >= 0 (CGP >= 50th percentile) -African American: CGI >= 0 (CGP >= 50th percentile) -Asian: CGI >= 0 (CGP >= 50th percentile) -Hispanic: CGI >= 0 (CGP >= 50th percentile) -White: CGI >= 0 (CGP >= 50th percentile)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		• White: CGI: 1.54 (CGP: 94th percentile)	• White: CGI: 2.30 (CGP: 99th percentile)			
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP) between prior and current year (Source: CA School Dashboard)	2022-23: (2023 Dashboard) 73.1%	2023-24: (2024 Dashboard) 76.9%		2024-25: (2025 Dashboard) *	2025-26: (2026 Dashboard) >= 50.0%
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: 35.5%	2023-24: (Internal) 33.3%		2024-25: (Internal) 33.3%	2025-26: (CDE DataQuest) >= 10.0%
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: -All Students: 52.52% -English Learners: 0.00% -Socioeconomically Disadvantaged: 44.23% -Students with Disabilities: 24.19% -Two or More Races: 46.16% -African American: * -Asian: 63.63% -Hispanic: 46.42% -White: 58.70%	2023-24: -All Students: 64.43% -English Learners: * -Socioeconomically Disadvantaged: 50.00% -Students with Disabilities: 57.70% -Hispanic: 48.00% -White: 82.35%		2024-25: -All Students: 64.93% -English Learners: * -Socioeconomically Disadvantaged: 62.23% -Students with Disabilities: 56.00% -Asian: 63.16% -Hispanic: 54.0% -White: 75.55% -Two or more races: 71.43%	2025-26: -All Students: >= 50.00% -English Learners: >= 5.00% -Socioeconomically Disadvantaged: >= 45.00% -Students with Disabilities: >= 27.00% -Two or More Races: >= 45.00% -Asian: >= 60.00% -Hispanic: >= 45.00% -White: >= 55.00%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and	No	Fully Implemented			$1,583,848.60	$879,103.48

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: • Teacher salary and benefits: Resource: Title I; Amount: $35,255.12						
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all	Yes	Fully Implemented			$52,494.06	$26,908.46

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees. The following expenditures will be funded by federal Title funds: -Professional development expenses: Resource: Title II; Amount: $9,590						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and	Yes	Fully Implemented			$320,616.61	$185,323.61

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, instructional aide salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA MAP testing fees, Illuminate DnA fees, and evidence-based supplemental intervention/enrichment program fees (Edgenuity, IXL, Quizizz, Membean, Cityspan, Newsela, and myON.) The following expenditures will be funded by federal Title funds: -Educational Software:: Resource: 4127 Title IV, Part A ESEA (ESSA); Amount: $3,370.8 -Title I: 4340 Educational Software: $32,342.51 LREBG ACTION: The planned use of the unexpended LREBG funds aligns with Action 2.3, which focuses on implementing a Multi-Tiered System of Supports (MTSS) to deliver targeted academic						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and social-emotional interventions. Funds will support personnel costs associated with providing small group and one-on-one interventions, co-taught classes, extended learning opportunities, and collaborative support meetings to ensure student progress is consistently monitored and addressed.						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program	Yes	Fully Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits, and Rosetta Stone program fees. The following expenditures will be funded by federal Title funds: N/A						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as EL will have ELD goals in their IEPs in addition to goals addressing their specific areas of need based on their eligibility. Our SPED, EL, and general education teams will work in collaboration, monitor our scholars' progress toward IEP goal mastery, and provide progress reports to parents. In addition, all IEPs will be	No	Fully Implemented			$984,855.10	$476,731.26

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	reviewed and present levels will be updated during annual and triennial reviews as required by the IDEA. Expenditures associated with this action include the following: SPED coordinator and teacher salaries and benefits, paraprofessional salaries and benefits, school psychologist salary and benefits, SPED intern salaries and benefits, outsourced SPED services fees, and SPED instructional materials and technology. The following expenditures will be funded by federal Title funds: Instructional Aide Salary and Benefits: Title I ; Amount: $6,798.63						

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 22%	2024-25: (As of 6/5/25) 30%		2025-26: (As of 1/23/26) 34%	2026-27: >= 10%
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 97%	2024-25: (As of 6/5/25) 84%		2025-26: (As of 1/23/26) 73%	2026-27: >= 90%
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: (As of 5/20/24) 98%	2024-25: (As of 6/5/25) 98%		2025-26: (As of 1/23/26) 100%	2026-27: >= 80%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities.	Yes	Fully Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$1.06	$0.54

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.	Yes	Fully Implemented				$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: Physical activity, fitness, and equipment expenses: Resource: Title IV, Part A; Amount: $742	Yes	Fully Implemented			$268,748.52	$158,264.15

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$437,489.24	$208,819.45

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

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 7	2024-25: (As of 6/5/25) 8		2025-26: (As of 1/23/26) 4	2026-27: >= 8
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: 0	2024-25: (As of 6/5/25) 0		2025-26: (As of 1/23/26) 4	2026-27: >= 4
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: (As of 5/20/24) 25	2024-25: (As of 6/5/25) 25		2025-26: (As of 1/23/26) 15	2026-27: >= 10
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: (As of 5/20/24) 2.9%	2024-25: (As of 1/24/25) 10.4%		2025-26: (As of 1/23/26) 5.5%	2026-27: >= 15.0%
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: (P-2 ADA) 93.98%	2024-25 P-2 ADA: (Months 1-8) 94.74%		2025-26 P-1 ADA: (Months 1-5) 96.16%	2026-27: (P-2 ADA) >= 92.00%
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) 21.6%	2023-24: (2024 Dashboard) 18.5% 2024-25: (As of 6/5/25) 13.8%		2024-25: (2025 Dashboard) 13.8% 2025-26: (As of 1/23/26) 8.3%	2025-26: (2026 Dashboard) <= 20.0%
4.7	Middle School Dropout Rate (Source: CALPADS)	2023-24: 0.0%	2024-25: (As of 6/5/25) 0.7%		2025-26: (As of 1/23/26) 0.6%	2026-27: <= 2.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.8	Student Suspension Rate (Source: CA School Dashboard, CALPADS)	2022-23: (2023 Dashboard) 2.5%	2023-24: (2024 Dashboard) 2.2% 2024-25: (As of 5/28/25) 1.9%		2024-25: (2025 Dashboard) 1.9% 2025-26: (As of 1/23/26) 0.6%	2025-26: (2026 Dashboard) <= 2.5%
4.9	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) 0.00%	2023-24: (CDE DataQuest) 0.00% 2024-25: (As of 5/28/25) 0.0%		2024-25: (CDE DataQuest) 0.00% 2025-26: (As of 1/23/26) 0.00%	2025-26: (CDE DataQuest) <= 0.50%
4.10	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 94.1% Families: 65.0% Staff: 100.0%	2024-25: Students: 94.5% Families: 65.1% Staff: 91.7%		Survey Administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 95.0% Families: >= 75.0% Staff: >= 95.0%
4.11	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 68.0% Families: 96.0% Staff: 88.0%	2024-25: Students: 66% Families: 96% Staff: 82%		Survey Administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 65% Families: >= 95% Staff: >= 80%
4.12	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: Students: 82% Families: 95% Staff: 97%	2024-25: Students: 77% Families: 97% Staff: 88%		Survey Administration will be done in April 2026, and data will be available in May 2026.	2026-27: Students: >= 75% Families: >= 95% Staff: >= 85%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.13	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) 88.57%	2024-25: (Spring 2024 to Fall 2024) 89%		2025-26: (Spring 2025 to Fall 2025) 93%	2026-27: (Spring 2026 to Fall 2026) >= 85%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and	Yes	Fully Implemented			$2,172.00	$1,113.37

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement. Expenditures associated with this action include the following: parent meeting expenses. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below	Yes	Fully Implemented			$130,268.33	$69,709.11

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title funds: -Stipends for home visits and Professional Services: Resource: Title I, Part A; Amount: $6,207.31						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure	Yes	Fully Implemented			$337,815.82	$166,088.67

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Educational Software for MTSS : Resource: Title IV, Part A; Amount: $5,300 -Instructional Supplies: Resource: Title I; Amount: $2,104.1						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the	Yes	Fully Implemented			$2,120.00	$1,086.71

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds: -Professional Services paid with Title I: $2,120						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$456,885.31	$214,789.74

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

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$5,119,792	$2,611,094
LCFF Supplemental/Concentration Grants	$350,273	$178,639

Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Magnolia Science Academy - Orange County	Maria Czerner-Rowell Principal	mrowell@magnoliapublicschools.org (657) 207-3696

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	The percentage of teaching assignments that have an assignment monitoring outcome of "clear" (Source: Local Indicator Priority 1, CDE DataQuest TAMO by FTE Report)	2022-23: N/A	2023-24: N/A		2023-24: N/A	
1.2	Percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home (Source: Local Indicator Priority 1)	2023-24 (As of 6/5/24): N/A	2024-25 (As of 6/5/25): N/A		2025-26 (As of 1/23/26): 0%	
1.3	Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) (Source: Local Indicator Priority 1)	2023-24 (As of 6/5/24): N/A	2024-25 (As of 6/5/25): N/A		2025-26 (As of 1/23/26): 0	
1.4	Teacher retention rate (Source: HRIS)	2023-24: (Fall 2023 to Fall 2024) N/A	2024-25: (Fall 2023 to Fall 2024) N/A		2025-26: (Fall 2024 to Fall 2025) N/A	
1.5	Teacher attendance rate (Source: HRIS)	2023-24: (As of 5/31/24) N/A	2024-25: (As of 5/31/25) N/A		2025-26: (First Semester): 96.6%	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Teacher assignments and credentials** Charter School and the MPS Human Resources team will conduct credential, background, and TB clearance reviews as part of the hiring process and at least once throughout the year to ensure all credentials are properly maintained. Charter School will support our teachers' credentialing needs. Charter School will also annually review master schedules and teacher assignments to ensure teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching. Charter School uses a Human Resources Information System (HRIS) to automate employee documents. MPS Home Office HR team acts as a liaison between employees and provides administrative support as needed (e.g., correspondence generation, record keeping, file maintenance, HRIS entry, etc.) The HR team also provides reports to the Board and school administrators in regards to teacher retention, performance, pay scale, vacancies, recruitment efforts, credentials, mandatory trainings, and other HR related matters. Expenditures associated with this action include the following: teacher credentialing expenses, recruitment expenses (sign-in bonus, livescan/fingerprinting fees, etc.), Paycom/payroll fees, retirement service fees, and performance pay. The following expenditures will be funded by federal Title funds: N/A	No	Fully Implemented			$11,558	$5,924.37
1.2	**Instructional materials and technology** Charter School will manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional,	No	Fully Implemented			$283,500	$145,322.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and physical requirements of students. Charter School will annually review alignment of instructional materials to standards and maintain an inventory of instructional materials and corresponding purchases of materials. Charter School will annually review budgets and plans to ensure adequate budget for instructional materials. Charter School will ensure that students have sufficient access to standards-aligned instructional materials, including technology-based resources. Charter School will provide effective access and integration of technology resources, including software and mobile devices, that ensure meaningful access to CA Content Standards aligned instructional programs. Expenditures associated with this action include the following: textbooks, instructional materials and supplies, teacher/classroom supplies and office materials, computers, Chromebooks, hotspots, and other technology equipment, IT manager salary and benefits, E-Rate consultancy, and basic software (Zendesk, AssetWorks, firewall, Datto, CloudReady, Zoom, GoGuardian, etc.), phone/internet, and depreciation. The following expenditures will be funded by federal Title funds: N/A						
1.3	**Clean and safe facilities that support learning** Charter School will strive to maintain a clean, safe, environmentally friendly, and inviting school that is worthy of our students, families, and staff and encourages successful teaching and learning. Charter School will continually improve and maintain facilities to ensure school safety, security and high quality learning and working environments. Charter	No	Fully Implemented			$560,629	$287,378.43

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School will do annual and monthly facility inspections to screen for ADA compliance and safety hazards; identified deficiencies will be quickly remedied. Daily general cleaning will maintain campus cleanliness. Maintenance and repairs will be provided by Charter School custodial staff and/or outsourced. As a STEAM focused school, we aim to operate in a sustainable and environmentally responsible manner. Charter School will develop and monitor comprehensive safety and security plans, conduct necessary safety training for all staff and continue to work with stakeholders and experts to implement emergency and risk management procedures for individuals and the site. Charter School will procure and maintain necessary safety/emergency supplies, equipment and items. Charter School will establish schedules and procedures for the supervision of students in non-classroom areas, including before and after school. Expenditures associated with this action include the following: facilities rent/acquisition cost, custodial staff salaries and benefits, custodial supplies, maintenance and repair services, gas/electric, security services, health and safety related expenses (PPE, nursing services, etc.), and insurance costs (workers compensation, CharterSAFE, etc.) The following expenditures will be funded by federal Title funds: N/A						
1.4	**Healthy and nutritious meals** Charter School will maintain nutrition education resources and continue to focus on innovative ways to increase access to freshly prepared, nutritious foods to ensure students are well-nourished and ready to learn. Charter School will adhere to the MPS Wellness Policy	Yes	Fully Implemented			$10,000	$5,126.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	guidelines on nutritious foods for all food sales and celebrations. The meal program aims to improve the diet and health of our students, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs. Charter School will promote healthy food and beverage choices for all students throughout campus, as well as encourage participation in school meal programs. Expenditures associated with this action include the following: student meals, water, and refreshments. The following expenditures will be funded by federal Title funds: N/A						
1.5	**Well-orchestrated Home Office support services** The MPS Home Office provides services to the Charter School, supports and holds accountable the Charter School for compliance and meeting charter goals, provides best practices in curriculum and professional development, and sets up systems and processes that support academic achievement and growth, operational effectiveness, and financial sustainability. The Home Office manages business operations of schools, which reduces program and operations-related burdens of the Charter School administration and enables the Charter School to receive services at a lower cost. The services of the Home Office include, but are not limited to, academics, accountability, operations, IT, facilities, finance and accounting, human resources, and external relations. Instructional services are reflected in Goals 2-4.	No	Fully Implemented			$72,251	$37,035.86

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

Goal 2

Goal Description
EXCELLENCE: Under our first core pillar of Excellence, all students will have equitable access to a high-quality core curricular and instructional program and make academic progress in alignment with California content standards (CCSS, NGSS, etc.) through our data-driven, differentiated and engaging learning program. Students will develop competencies aligned with our "Graduate Profile," including Literacy with a Learner's Mindset and Critical Thinking skills as they pursue academic excellence.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Percentage of students who have sufficient access to all programs and services, as applicable, including the programs and services developed and provided to unduplicated students and to individuals with exceptional needs, and the programs that are provided to benefit these students (Source: Local Indicator Priority 7, SIS)	2023-24: N/A	2024-25: N/A		2025-26: (As of 1/23/26) 100%	
2.2	Percentage of completion of observations by the school administration based on one formal and four informal classroom observations per teacher per year to ensure state standards implementation for all students (Source: Local Indicator Priority 2, TeachBoost/SchoolMint Grow)	2023-24: N/A	2024-25: N/A		2025-26: (As of 1/23/26) 50%	
2.3	Percentage of students who have received a grade of "C" or better in core subjects and electives (Source: SIS)	2023-24: N/A	2024-25: N/A		2025-26: (First semester) 80%	
2.4	Percentage of students who have met or exceeded standard on the CAASPP-ELA/Literacy assessments (Source: CDE DataQuest)	2022-23: N/A	2023-23\4: N/A		2024-25: N/A	
2.5	Distance from Standard (DFS) on the CAASPP-ELA/Literacy assessments (Source: CA School Dashboard)	2022-23: (2023 Dashboard) N/A	2023-24: (2024 Dashboard) N/A		2024-25: (2025 Dashboard) N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.6	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) N/A	2024-25: (Fall to Spring) N/A		N/A	
2.7	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Reading assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) N/A	2024-25: (Fall to Spring) N/A		N/A	
2.8	Percentage of students who have met or exceeded standard on the CAASPP-Mathematics assessments (Source: CDE DataQuest)	2022-23: N/A	2023-24: N/A		2024-25: N/A	
2.9	Distance from Standard (DFS) on the CAASPP-Mathematics assessments as measured by the CA School Dashboard (Source: CA School Dashboard)	2022-23: (2023 Dashboard) N/A	2023-24: (2024 Dashboard) N/A		2024-25: (2025 Dashboard) N/A	
2.10	Percentage of students who have met their growth targets on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring (Source: NWEA MAP)	2023-24: (Fall to Spring) N/A	2024-25:(Fall to Spring) N/A		N/A	
2.11	Weighted-Averaged Conditional Growth Index and Percentile (CGI and CGP) based on students' growth on the Measures of Academic Progress (MAP)-Mathematics assessment from fall to spring as compared to the national growth norms (Source: NWEA MAP)	2023-24: (Fall to Spring) N/A	2024-25: (Fall to Spring) N/A		N/A	
2.12	Percentage of ELs who increased at least one English Learner Progress Indicator (ELPI) Performance Level (PL) or who maintained ELPI PL 4 (ELP)	2022-23: (2023 Dashboard) N/A	2023-24: (2024 Dashboard) N/A		2024-25: (2025 Dashboard) N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	between prior and current year (Source: CA School Dashboard)					
2.13	Percentage of ELs reclassified to Fluent English Proficient (RFEP) annually (Source: CDE DataQuest)	2022-23: N/A	2023-24: N/A		2024-25: (Internal) N/A	
2.14	Percentage of students who have met or exceeded standard on the CAASPP-Science assessments (Source: CDE DataQuest)	2022-23: N/A	2023-24: N/A		2024-25: N/A	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Broad course of study and standards based curriculum** Charter School will provide students with a broad array of courses including core subjects (English, mathematics, social sciences, and science) and electives. Charter School will also provide all other academic programs and services outlined in its charter petition, certain programs and services being dependent on student need and interest. Charter School will design its master schedule to meet the needs of its students to ensure all academic content areas are available to all students, including student groups. All students will participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school will be appropriately staffed to implement the school master schedule. Expenditures associated with this action include the following: teacher salaries and benefits, principal salary and benefits, and substitute teacher expenses. The following expenditures will be funded by federal Title funds: N/A	No	Ongoing Implementation			$1,051,521	$539,009.79

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	**Professional development for high-quality instruction** Professional development will occur at the MPS organizational level and within the school. Charter School will ensure curricula, instruction, and assessments are aligned to the standards and that teachers participate in professional development on the implementation of standards (CCSS, NGSS, etc.) In addition to ongoing professional development activities that support efforts to increase student academic performance, all staff will be provided with multiple opportunities to grow professionally through induction processes, regular collaboration with colleagues, and curricular support. This involves instructional leadership, common walkthrough protocols, and professional feedback to promote a cycle of continuous improvement, as well as supports for high quality delivery of the program that enables differentiation, particularly for unduplicated students and students with exceptional needs. Instructional leaders at the school and at the Home Office will assess staff professional development needs through formal and informal performance observation, surveys, and student performance data. Based on the data, combined with LCAP goals and the MPS Home Office high quality instruction guidelines, the instructional leaders will determine common staff development days and tailor staff development to individual staff needs. Expenditures associated with this action include the following: professional development, tuition reimbursement, and TeachBoost/SchoolMint Grow software fees.	Yes	Ongoing Implementation			$24,000	$12,302.40

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds:						
2.3	**MTSS - Academic enrichment, intervention, and student support** Charter School will implement MTSS as a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. Charter School will synthesize CAASPP and MAP student achievement and growth data, as well as course grades, and other state and internal assessment scores, into reports and regularly review progress towards targets. Targeted interventions will be utilized to create a high-quality differentiated environment where students are supported to engage at their optimal levels. Charter School will provide additional supports and interventions to all students, including but not limited to, 1-1 or small group interventions, targeted support via evidence-based supplemental intervention/enrichment materials and technology (reading, math, etc.), co-taught classes, Power English/Power Math classes, Study Skills, additional support during SSR/Advisory, before and after school tutoring, Saturday classes, and summer programs. SSPT, 504, and other support meetings will be coordinated among teachers and support roles (resource teachers, EL coordinator, department chairs, etc.) Expenditures associated with this action include the following: Dean of Academics salary and benefits, Title-I coordinator salary and benefits, instructional aide salaries and benefits, intervention teacher salaries and benefits, teacher stipends for after school, Saturday school, and summer school, NWEA	Yes	Ongoing Implementation			$405,636	$207,929.23

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	MAP testing fees, Illuminate DnA fees and evidence-based supplemental intervention/enrichment program fees (IXL, Accelerated Reader, Standards Plus, Quizizz, BrainPOP, Spelling City, Cambium Learning, Learning A-Z, Alexandria Library, Mystery Science and myON.) The following expenditures will be funded by federal Title funds: -Instructional Aide Salaries: Resource: Title I -Benefits: Resource: Title I -Educational Software: Resource: Title I -Educational Software: Resource: Title IV, Part A (ESEA)						
2.4	**Designated and integrated ELD programs and support for ELs** Charter School will provide services to ELs, including newcomers and LTELs, by proficiency level and provide ELD instruction aligned to the CA ELD standards and framework. Charter School will provide our ELs with core and supplemental ELD instructional materials and provide our teachers with PD focused on ELD standards. Our EL coordinator will monitor EL student progress in program implementation according to our EL Master Plan. Charter School teachers will provide instruction using designated and integrated ELD instructional strategies as outlined in the CHATS framework (and other research-based strategies such as SDAIE) to all students, including ELs. Charter School will provide culturally and linguistically relevant materials for students. ELs will receive further in-class instructional support which includes one-on-one teacher support and small group instruction. Charter School will strive to provide bilingual instructional assistants to provide primary language support to enable students	Yes	Ongoing Implementation			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	to access content area instruction while gaining language proficiency. Charter School will ensure that teachers participate in PD on ELD instructional strategies and CHATS framework. Charter School will provide regular and timely communication with families of EL students, including newcomers and LTELs, regarding annual assessments, program supports and services, and students' progress toward reclassification. This notification will include, but is not limited to, annual parent notification letters, quarterly ELAC meetings, and parent-teacher conferences. Expenditures associated with this action include the following: EL coordinator salary and benefits, EL coordinator stipend, EL instructional aide salary and benefits. The following expenditures will be funded by federal Title funds: N/A						
2.5	**Support for students with disabilities** Students with disabilities will receive services and supports as listed in their Individualized Education Programs (IEPs) (in addition to services they receive pertinent to low income, foster youth and English learner designations) in order to improve outcomes and close the achievement gap, including graduation rate and performance on statewide assessments. Students with disabilities will have access to all additional intervention and student support systems as outlined in Goal 2: Actions 3 and 4, as well as access to push-in and pull-out services, instructional aides, learning center services, and contracted services to provide each scholar with a Free and Appropriate Public Education in their least restrictive and most accessible learning environment. Students with disabilities dually identified as	No	Ongoing Implementation			$342,646	$175,640.42

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

Goal 3

Goal Description
INNOVATION: All students will have access to a well-rounded, 21st century education that supports their readiness for college and the global world under our second core pillar of Innovation. Each student will become an independent, innovative scholar by practicing Creativity and Adaptability in their learning, using technology and data-driven online learning, and demonstrating high-quality learning outcomes in myriad ways.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Percentage of students enrolled in an Accelerated and/or Advanced Math course and/or Advanced Math club (Source: Local Indicator Priority 7, SIS)	2023-24: N/A	2024-25: N/A		2025-26: (As of 1/23/26) 0%	
3.2	Percentage of students in the current graduating class who have taken a Computer/Technology course and/or experienced blended learning in their program of study (Source: Local Indicator Priority 7, SIS)	2023-24: N/A	2024-25: N/A		2025-26: (As of 1/23/26) 0%	
3.3	Percentage of students who have created or demonstrated a STEAM focused project, experiment, model or demo in the current year (Source: Local Indicator Priority 7, SIS)	2023-24: N/A	2024-25: N/A		2025-26: (As of 1/23/26) 100%	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**College/Career readiness programs and activities** Charter School will promote a college-going culture through college visits, college/career days, and other college/career related activities. Expenditures associated with this action include the following: college/career-related materials and activities.	Yes	Ongoing Implementation			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
3.2	**STEM and GATE programs** Charter School will offer STEAM and GATE programs and activities, including Accelerated/Advanced Math course and club. Students will be provided opportunities during the day and after school to create or demonstrate a STEAM focused project, experiment, model or demo. We will also provide information and access to quality out-of-school STEM activities and achievements. With CA Science Framework and NGSS integration, all our students will learn about engineering design, technology, and applications of science as part of their core classes. Furthermore, Charter School will design and implement computer science and engineering-related courses and activities, such as Code.org activities, Project Lead the Way (PLTW) programs, Robotics, etc. Gifted and talented students and students achieving above grade level will be engaged in all classes as teachers differentiate curriculum through adjustments of content through depth, complexity, and pacing. Emphasis will be on innovation, critical thinking, and logical reasoning. Learners will be challenged to investigate, use problem-based learning, and research. Expenditures associated with this action include the following: supplemental STEM program fees. The following expenditures will be funded by federal Title funds: -Educational Software - Resource: Title I.		Ongoing Implementation			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	**Digital literacy and citizenship programs** Charter School will educate our students and staff in digital literacy so that they adapt, create, consume, and connect in productive, responsible ways to utilize technology in academic, social, and professional settings. Charter School will offer Computer/Digital Literacy classes and/or blended learning experiences for our students. Teachers will incorporate appropriate technology into lessons to support student learning and technology will be kept up to date. Students will be provided with opportunities to expand their literacy, computational, and communication skills with digital media; they will be writing advanced essays, conducting internet research, engaging in data collection, presenting ideas and drawing conclusions. Charter School staff will teach and model safe, savvy, and social digital citizenship; topics may include, but are not limited to, using technology applications, including Artificial Intelligence (AI); digital footprint, privacy, and security; digital rights and responsibilities; using social media responsibly and digital etiquette. As our students gain the ability to navigate computing systems, utilize networks and the internet responsibly, analyze and interpret data with an antibias lens, solve problems using algorithms and programming, and carefully consider the ethics of computing technologies, they will become informed digital citizens who can leverage AI and other technologies to promote social justice and equity. Expenditures associated with this action include the following: computer teacher salary and benefits, internet security program fees, and digital literacy and citizenship program fees.	Yes	Ongoing Implementation			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The following expenditures will be funded by federal Title funds: N/A						
3.4	**Physical education, activity, and fitness** Charter School will provide students with physical education, using an age-appropriate, sequential PE curriculum consistent with state standards for PE. The curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts. Charter School will offer recess before lunch and students will be provided with periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. To the extent practicable, Charter School will ensure that its grounds and facilities are safe, and that equipment is available to students to be active. Charter School will offer opportunities for students to participate in physical activity either before and/or after the school day (or both) through a variety of methods such as physical activity/sports clubs, intramurals or interscholastic sports, etc. Charter School will adhere to the MPS Wellness Policy guidelines on physical education, activity, and fitness. Expenditures associated with this action include the following: PE/Health teacher salary and benefits and physical activity, fitness, and equipment expenses. The following expenditures will be funded by federal Title funds: N/A		Ongoing Implementation			$3,000	$1,537.80

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	**Additional programs and activities that support well-rounded education** To provide well-rounded education to our students, Charter School will strive to offer additional programs such as elective courses, arts, music, civics, languages other than English (LOTE), clubs, etc. Arts instruction focuses on developing students' creativity, imagination, discipline and self-expression through drawing and fine arts. It is important that all our students, particularly unduplicated students, are provided with experiential learning opportunities, including but not limited to, instructional field trips, internships, community service programs, clubs, etc. Charter School teachers and other staff will offer after school clubs for enrichment in the areas of, including, but not limited to, STEM (science, technology, engineering, math), ELA, LOTE, culture, sports, visual and performing arts, community service, leadership, and others. In addition to these clubs, the Charter School's Expanded Learning Opportunities Program (ELO-P) will support afterschool and summer enrichment programs in science, robotics, advanced math, academic competitions, journalism, college mentorship, and other areas. Expenditures associated with this action include the following: teacher salaries and benefits for additional programs that support well-rounded education, supplemental materials, field trip expenses, and afterschool/club expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Ongoing Implementation			$74,900	$38,393.74

Goal 4

Goal Description
CONNECTION: All students, families, staff, and other educational partners will experience our third core pillar, Connection, and have access to meaningful engagement opportunities that help cultivate Effective Communication and Global Citizenship in a safe and nurturing environment. Educational partners will feel a sense of community and connectedness.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Number of Parent Advisory Committee (PAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: N/A	2024-25: N/A		2025-26: (As of 1/23/26) 2	
4.2	Number of English Learner Advisory Committee (ELAC) meetings per year (Source: Local Indicator Priority 3)	2023-24: N/A	2024-25: N/A		2025-26: (As of 1/23/26) 4	
4.3	Number of activities/events for parent engagement per year (Source: Local Indicator Priority 3)	2023-24: N/A	2024-25: N/A		2025-26: (As of 1/23/26) 10	
4.4	Percentage of students who have been home-visited by the teachers per year (Source: Local Indicator Priority 3, SIS)	2023-24: N/A	2024-25: N/A		2025-26: (As of 1/23/26) 0.0%	
4.5	Average Daily Attendance (ADA) Rate (Source: SIS)	2023-24: N/A	2024-25: N/A		2025-26 P-1 ADA: (Months 1-5) 93.89%	
4.6	Chronic Absenteeism Rate (Source: CA School Dashboard, SIS)	2022-23: (2023 Dashboard) N/A	2024-25: (2024 Dashboard) N/A		2024-25: (2025 Dashboard) N/A 2025-26: (As of 1/23/26) 22.0%	
4.7	Student Suspension Rate (Source: CA School Dashboard,	2022-23: (2023 Dashboard) N/A	2023-24: (2024 Dashboard) N/A		2024-25: (2025 Dashboard) N/A	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					2025-26: (As of 1/23/26) 1.1%	
4.8	Student Expulsion Rate (Source: CDE DataQuest, CALPADS)	2022-23: (CDE DataQuest) N/A	2023-24: (CDE DataQuest) N/A		2024-25: (CDE DataQuest) N/A 2025-26: (As of 1/23/26) 0.00%	
4.9	School experience survey "participation rates" by students, families, and staff (Source: Local Indicator Priority 6, Panorama Education)	2023-24: N/A	2024-25: N/A		Survey administration will be done in April 2026, and data will be available in May 2026.	
4.10	School experience survey "average approval rates" based on the responses of our students, families, and staff to all questions on the survey in the following topics: climate of support for academic learning; knowledge and fairness of discipline, rules, and norms; safety; and sense of belonging (school connectedness) (Source: Local Indicator Priority 6, Panorama	2023-24: N/A	2024-25: N/A		Survey administration will be done in April 2026, and data will be available in May 2026.	
4.11	School experience survey "overall satisfaction rates" based on the responses of our students, families, and staff to the question, "Overall, I am satisfied and would recommend this school to other students/parents/educators." (Source: Local Indicator Priority 6, Panorama Education)	2023-24: N/A	2024-25: N/A		Survey administration will be done in April 2026, and data will be available in May 2026.	
4.12	Student retention rate (Source: SIS)	2023-24: (Spring 2023 to Fall 2023) N/A	2024-25: (Spring 2024 to Fall 2024) N/A		2025-26: (Spring 2025 to Fall 2025) N/A	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Seeking family input for decision-making** Charter School will build the capacity of and support administrators, teachers and staff in order to build the capacity of and support family members to effectively engage in advisory groups and decision-making. Charter School will provide all families with opportunities to provide input on policies and programs, and implement Community School strategies to reach and seek input from any underrepresented groups in the school community. Some periodic information/input sessions for families include, but are not limited to, Board of Directors meetings, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, Parent Task Force (PTF) meetings, and Coffee with the Principal meetings. The PAC will be composed of majority of parents of pupils and include parents/guardians of ELs, low-income, foster youth, and students with disabilities. Parents, teachers, staff, students, and community members are encouraged and empowered to join school committees, including the PAC and ELAC. Such committees provide for representation of students in need (low income, EL, foster youth, students with disabilities, etc.) Feedback from our educational partners provide valuable input for the LCAP and continuous school improvement. Charter School chooses to utilize the LCAP to serve as the SPSA and holds an annual meeting to inform parents and collect feedback about LCAP goals and actions, data and needs assessment, Title-funded activities and budgets, UCP, parent and family engagement policy and school-student-parent compact. In addition, as explained in Goal 4: Action 4, Charter School will conduct family surveys to seek feedback on school improvement.	Yes	Ongoing Implementation			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditures associated with this action include the following: parent meeting expenses and Document Tracking Services (DTS) fees. The following expenditures will be funded by federal Title funds: N/A						
4.2	**Building relationships and partnerships with families for student outcomes** Charter School will develop the capacity of staff to build trusting and respectful relationships with families and create welcoming environments for all families in the community. Our staff will learn about each family's strengths, cultures, languages, and goals for their children. We will promote participation in activities/events, including Student/Parent Orientation, Back to School Night, and parent conferences. Administrators will greet all students and parents in the mornings during student drop off and have an open-door policy welcoming all parents. We will provide professional learning and support to staff to improve capacity to partner with families and to provide families with information and resources to support student learning and development in the home. Charter School will provide parents with access to course materials, homework assignments, projects, and records of students' grades through our SIS. Charter School will communicate further with the parents of students who are performing below grade level. Our teachers, administrators, and classified staff will visit students at their homes to discuss student progress and enhance student learning and involvement. Charter School will also support families to understand and exercise their legal rights and advocate for their own students and all students. Charter School will schedule annual workshops for		Partially Implemented			$208,211	$106,729.13

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	parents as well as additional workshops for parents of EL and immigrant students. Topics to be covered include, but are not limited to, the school's EL Master Plan, stages of language acquisition, state testing, college application, using SIS to check student progress, study habits, and family literacy. Charter School will use a variety of communication channels to connect with families in a language that is understandable and accessible to them. A parent communication software will be utilized for voice and text communications, email, and push notifications. We will provide language translators at parent meetings to the extent practicable. Expenditures associated with this action include the following: Infinite Campus SIS fees, ParentSquare software fees, SchoolMint software fees, home-visit compensation, parent activity/event expenses, Parent Education Bridge program fees, Pitney Bowes expenses, and Office manager/Administrative assistant salaries and benefits. The following expenditures will be funded by federal Title I funds: -5800 Professional Services -3500 Unemployment Insurance -3300 OASDI/Medicare -3100 STRS -1100 Teacher Salaries						
4.3	**MTSS - PBIS and SEL support** Charter School will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including free uniforms. Students	Yes	Fully Implemented			$12,000	$6,151.20

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	who are homeless, experiencing housing instability, are in foster care or experiencing personal/family crisis or have other special needs will be cared for in our supportive school community. Charter School will offer a SEL/Life Skills program that provides students with valuable skills to support academic excellence and social skill development. We will annually assess our suspension/expulsion policies and procedures and implement alternatives to suspension/expulsion, including restorative practices. Teachers will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations. Charter School will implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, and culturally responsive. Charter School will celebrate student and school achievements and organize recognition assemblies and other schoolwide culture-building activities. Charter School will inform parents and students of attendance policies specified in the Student/Parent Handbook and encourage and support student attendance. Charter School will also implement the CORE DISTRICTS SEL Survey instrument in the fall and spring annually to assess the following social-emotional competencies: growth mindset, self-efficacy, self-management, and social awareness. As part of our MTSS efforts, school leadership, teachers, and support staff will analyze student SEL survey results in the fall to provide our students with targeted social-emotional support and then measure student responses again in the spring to measure growth, identify greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Dean of Students salary and benefits, discipline coordinator salary and						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	benefits, office/attendance clerk salaries and benefits, school uniform expenses, PD on classroom management, PBIS, and SEL support, SEL program fees, outsourced SEL services fees, and additional services for homeless students. The following expenditures will be funded by federal Title funds: -Instructional Materials & Supplies: Resource: Title I						
4.4	**Annual educational partner surveys** Charter School will annually administer school experience surveys to students, families, and staff. Charter School will implement the CORE DISTRICTS Survey instrument to assess our educational partners' perceptions of the following school climate indicators: climate of support for academic learning; knowledge and fairness of discipline, rules and norms; safety; and sense of belonging (school connectedness). In addition, we ask our educational partners open-ended questions about what they like the best about the school and suggestions for improvement. This feedback instrument provides all staff and school leaders with valuable information about how students see their classes, how much parents are involved, how supported staff feel and how to facilitate improvement. Our staff will analyze the survey results to identify the greatest progress and needs in order to inform our next steps. Expenditures associated with this action include the following: Panorama Education survey fees. The following expenditures will be funded by federal Title funds:	Yes	Fully Implemented			$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	-Professional Services - Title I						
4.5	**Community outreach and partnerships** Charter School will establish community, business, institutional and civic partnerships that invest in and support the vision and goals of the school. School staff will participate in local activities that engage community members and staff in communicating school successes to the broader community. Charter School will secure community support to sustain existing resources and add new resources that address emerging student needs. Charter School leadership will actively develop relationships with a range of educational partners, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education. Expenditures associated with this action include the following: Community Schools Coordinator salary and benefits, membership fees (CCSA, WASC, etc.), marketing, branding, outreach, and partnership expenses. The following expenditures will be funded by federal Title funds: N/A	Yes	Fully Implemented			$159,306	$81,660.28

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	$4,402,287	$2,245,166
LCFF Supplemental/Concentration Grants	$1,088,451	$555,110

Coversheet

Approval of Revised MPS Board Officers

Section: V. Action Items
Item: A. Approval of Revised MPS Board Officers
Purpose: Vote
Submitted by:
Related Material: V_A_Revised 2025-26 Board Officers.pdf

Agenda Item:	V A: Action Item
Date:	February 12, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Alfredo Rubalcava, CEO & Superintendent Jennifer Lara, Board Secretary
RE:	Revised 2025-26 MPS Board Officers

Action Proposed:

Staff recommends and moves that the Board approve the appointment of Cafer Turan, Interim Chief Financial Officer, as the Acting Treasurer effective February 13, 2026, until a regular Chief Financial Officer is appointed, or the Board amends this decision, whichever occurs first.

Purpose:

At this time, the Chief Financial Officer role is not currently being actively served. Accordingly, staff is documenting the appointment of an Interim Chief Financial Officer and updating the Board Officer designation to reflect this individual as Acting Treasurer in order to ensure continuity of financial leadership, oversight, and compliance. This appointment would be short-term in nature and would change to the regular Chief Financial Officer once one is hired or if the Board changes the appointment. This appointment will retroactively revoke any prior Treasurer appointments.

Background:

This appointment is in compliance with Article X of the Magnolia Public Schools Bylaws, which states "*The officers of this corporation shall be a President, a Secretary, and the Chief Financial Officer, who shall be known as the 'Treasurer.*'" This action is consistent with the vacancy provisions set forth in Article X and the Board of Directors general authority to appoint officers. This action reflects the Board's responsibility to ensure required officer roles are actively designated and that financial authority and oversight are clearly established.

All other Board appointments that were approved on June 26, 2025 will remain the same.

Coversheet

Approval of 2026-27 School Safety Plans for all Magnolia Public Schools

Section: V. Action Items
Item: B. Approval of 2026-27 School Safety Plans for all Magnolia Public Schools
Purpose: Vote
Submitted by:
Related Material: V_B_School Safety Plans.pdf

Agenda Item:	V B: Action Item
Date:	February 12, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Meagan Wittek, Director of Student Services
RE:	2026-27 School Safety Plans for all Magnolia Public Schools

Action Proposed:

Staff recommends that the Board motion to approve the 2026-27 School Safety Plans (SSP) for all Magnolia Public Schools:

- Magnolia Science Academy 1
- Magnolia Science Academy 2
- Magnolia Science Academy 3
- Magnolia Science Academy 4
- Magnolia Science Academy 5
- Magnolia Science Academy 6
- Magnolia Science Academy 7
- Magnolia Science Academy Bell
- Magnolia Science Academy Santa Ana
- Magnolia Science Academy San Diego
- Magnolia Science Academy Orange County - Anaheim
- Magnolia Science Academy Orange County – Placentia Yorba Linds (PYL)

Purpose:

In accordance with California Education Code 32280–32289.5, all public schools are required to maintain a School Safety Plan (SSP) that includes procedures for emergencies such as evacuation, lockdown, and crisis response. These plans are regularly reviewed and updated in collaboration with school-site partners. At Magnolia Public Schools (MPS), the Parent Advisory Committee (PAC) supports this work by engaging families and providing feedback to strengthen safety and emergency preparedness. For MPS schools co-located and authorized by Los Angeles

Unified School District, an Integrated Safe School Plan (ISSP) is also required to ensure coordinated safety practices across shared sites. The 2026–27 SSP reflects a flexible, responsive

approach, allowing school leaders to adjust practices as needed to meet the evolving needs of students and staff.

Background:

In accordance with California Education Code 32280–32289.5, all public schools are required to annually review and adopt a School Safety Plan. The 2026–27 School Safety Plans for all twelve Magnolia Public Schools have been developed in collaboration with school leadership and educational partner groups and include required procedures for emergency preparedness, crisis response, and campus safety. These plans reflect current best practices and are designed to support a safe and secure learning environment for students and staff across all Magnolia schools.

Impact:

Magnolia Public Schools (MPS) is committed to maintaining a safe learning environment in accordance with California Education Code 32280-32289.5. Our updated School Safety Plans (SSP) for 2025-26 include emergency procedures and incorporate feedback from the Parent Advisory Committee (PAC) to ensure continuous improvement.

For co-located campuses with Los Angeles Unified School District, MPS also adopts the Integrated Safe School Plan (ISSP) for coordinated safety efforts. By remaining flexible and responsive to the community's needs, MPS ensures that safety measures are practical, relevant, and effective for all students and staff.

Budget Implications:

The SSP includes a variety of measures aimed at improving school safety, such as providing training for school staff on emergency responses and crisis management, improving school infrastructure to make the building more secure, and acquiring equipment and supplies to ensure the school site can manage crises or emergencies. The costs for implementing a school site safety plan are projected to be approximately $8,000 -$15,000, depending on the school site and specific needs. The individual school sites' operations budget will pay for these costs.

Exhibits:

- Magnolia Science Academy 1 School Safety Plan
- Magnolia Science Academy 2 School Safety Plan
- Magnolia Science Academy 3 School Safety Plan
- Magnolia Science Academy 4 School Safety Plan
- Magnolia Science Academy 5 School Safety Plan
- Magnolia Science Academy 6 School Safety Plan
- Magnolia Science Academy 7 School Safety Plan
- Magnolia Science Academy Bell School Safety Plan
- Magnolia Science Academy Santa Ana School Safety Plan
- Magnolia Science Academy San Diego School Safety Plan
- Magnolia Science Academy Orange County - Anaheim School Safety Plan
- Magnolia Science Academy Orange County – Placentia Yorba Linds (PYL) School Safety Plan
- Los Angeles Unified School District Integrated Safe School Plan for MSA 4, MSA 6, and MSA Bell

School Safety Plan
Magnolia Science Academy 1
MAGNOLIA PUBLIC SCHOOLS

Brad Plonka, Principal
18238 Sherman Way, Reseda, CA 91335
818-609-0507
bplonka@magnoliapublicschools.org

A meeting for public input was held on January 30th, 2026

Plan Revised January 30th, 2026

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 12, 2026

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy
School Safety Plan
2026-2027

Magnolia Science Academy's Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]		

Parent Advisory Committee/Safety Planning		
Name	**Title**	**Contact Email**
Brad Plonka	Principal	bplonka@magnoliapublicschools.org
Christina Luc	Certificated - Teacher	christinaluc@magnoliapublicschools.org
Daniel Aburto	Certificated - Teacher	daburto@magnoliapublicschools.org
Damaris Ayala	Classified - CSC	dayala@magnoliapublicschools.org
Brenda Rosas	Parent	[redacted]
Juana Saget	Parent	
Cinthia Hernandez	Parent	
Maria Lanuza	Parent	
Maria Carolina Valencia	Parent	
Ana Lemus	Parent	
Silvia Rodriguez	Parent	
Veronica Alvarez	Parent	

Tashfia Nabi	Student	[redacted]
Brianna Solorzano	Student	
Mayra Paniagua	Community Member	

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

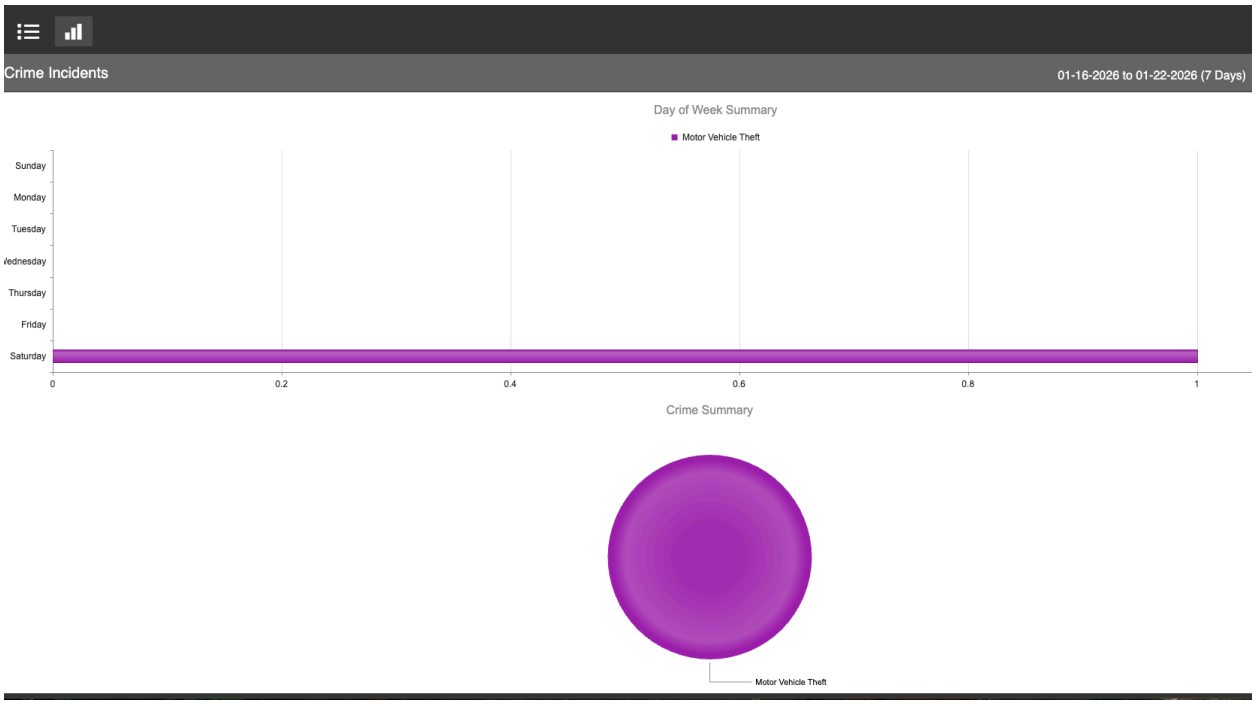
Assessment of Data

Local Crime Data

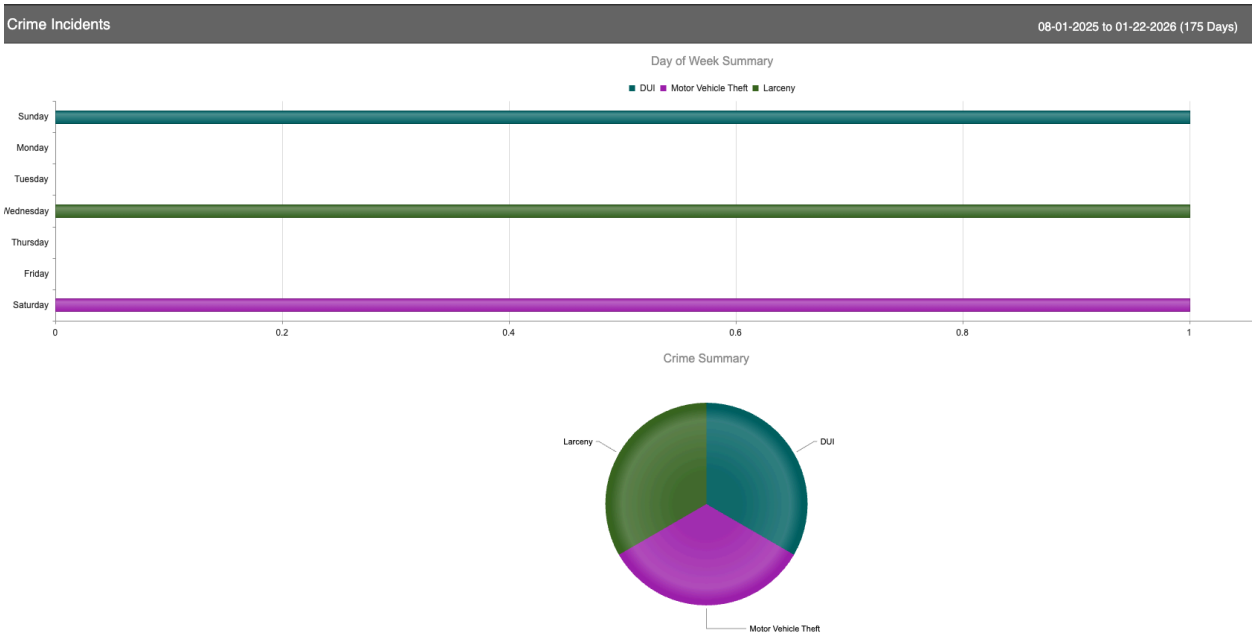
Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 91311 from 1/16/26 to 1/22/26
Crime data will be revised at a later time. Issue with Crime Data Website.

Type	Number
1/16/2026- 1/22/2026	1
Top #1 Car Theft	



This data is represented by the following graphic pulled from source website:
https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbmc9NTUjcGw9NjY3MDg0I2xicz0xNDo0MTMxMjkwI2xuPUVhZ2xlTG9jYXRvcg==



School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on 1/27/2026 The following data was reviewed:

	2023-24	2024-25	2025-26	Currently as of 1/23
Suspension Data Out-of-School	22	44	7	7
Suspension Data In-School	0	0	0	0
Expulsion Data	1	0	0	0
Office Discipline Referrals ODRs	83	105	30	30
Average Daily Attendance (ADA) Rate	94.05%	92.35%	93.46%	94.11%
Chronic Absenteeism Rate	23%	23.31%	17.7%	17.7%
Graduation Rate	95.9%	96.1%	n/a	n/a

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee

- Discipline Committee
- Administration
- Local School Administration
- Parent Advisory Committee
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

- ## Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Physical Environment

Goal(s):

- Objective: By the start of the 2026 school year, establish a Student and Parent Center that provides access to academic, social-emotional, and community resources, as well as a safe space for families and students to decompress, connect, and collaborate.
- Related Activities: Host recurring meetings for students and families, Offer workshops aligned to academic, wellness, and community needs, Partner with guest presenters and community resource organizations and Utilize the space for students who need a separate setting who can get their work done effectively.
- Resources needed: equipment, space, materials, personnel
- Person(s) responsible for implementation: Facilities, Admin, CSC
- Budget: Refer to school's annual budget
- Evaluation guidelines: Educational School Partner Survey,

Component 3: School's Social Climate

Goal(s):

- Objective: By the end of second semester, sense of belonging and connectedness will improve by 3% by creating more opportunities for connection and school driven initiatives.
- Related Activities: PBIS initiatives like student store, teacher incentives, Spring activities, Girl and Boy support groups, Restorative practices, Student council and student government, Schedule Free Dress Days and Spirit Wear Days to promote school pride and unity
- Resources needed: Incentives and rewards, Materials for activities and events, Staff time and professional development for restorative practices
- Person(s) responsible for implementation: Admin, Teachers, Student Leadership groups, SEL leaders, RISE Committee
- Budget: School's annual budget plan
- Evaluation guidelines: Educational School Partner Survey

School Maps

Emergency Drills

Status Report Form

Magnolia Science Academy **DATE:_____**

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME_____ ROOM_____

TEACHER'S ASSISTANT'S NAME:_____ PRESENT: YES____ NO_____

PARENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

STUDENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

TYPE OF EMERGENCY DRILL:

FIRE:_____ DROP/TAKE COVER:_____ EARTHQUAKE:_____ LOCK DOWN:_____

SHELTER IN-PLACE:_____ EVACUATION:_____ OTHER:_____

ALL STUDENTS ACCOUNTED FOR: YES:_____ NO:_____

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Evaluation

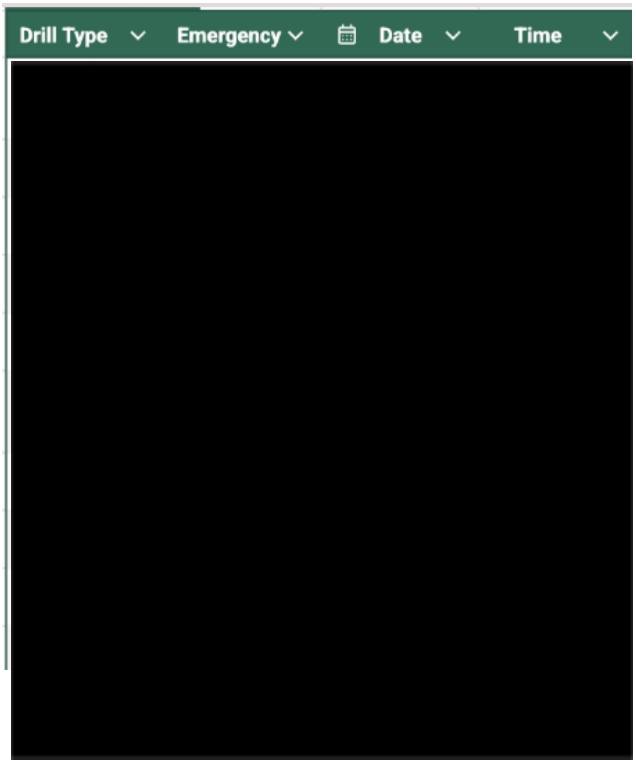
MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar

2026-2027



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H.O.S.T. Crisis Communication

1.

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.

- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc., will also be noted on a list kept at the school.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (Penal Code 11166).

Reporting Procedures

1. **Initial Telephone Report**
   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department (Penal Code 11165.9, 11166).

   - Los Angeles County 800-540-4000 or https://reportChildAbuseLA.org
   - Orange County 714-940-1000 or 800-207-4464 and Forms | County of Orange Social Services Agency
   - San Diego County 858-560-2191 or 800-344-6000
2. **Written Report**
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) (Penal Code 11166, 11168).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	At least two adults must be present in any vehicle transporting students. One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable fingerprint background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries policy, Visitor and Volunteer policies, and Employee Handbook.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We

uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communication. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will

consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.

- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and

web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school-wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying-related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and

students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Instructional Continuity Plan for Site-Based Schools

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Magnolia Public Schools ("MPS" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") states how MPS will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

- "Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.
- "In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.
- "Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.

- "Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, Zoom, through Google Classroom etc.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification MPS shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction will be closed as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to MPS's Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows:

    - Students will have access to lessons via an online portal, such as Google Classroom.
    - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided printed, weekly packets to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or
    - If an emergency or natural disaster disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county

office of education, or charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family.

Communication

MPS's communication platform is ParentSquare and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and MPS employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through Google Classroom;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email, phone calls, ParentSquare messages, or Google Classroom messages;
- The Charter School's website and ParentSquare will:
  - Identify whether instruction is in-person, remote, or hybrid;
  - Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
  - Provide an outlook for when and how normal operations will resume. through the Charter School's ParentSquare, and when in-person instruction will resume.
- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every day.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Teacher-created tests and assessments, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Portfolios, State Standards testing, journals, presentations, quizzes, labs, interim assessments, and final examinations.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: reading difficulty screener (K-2), NWEA Measures of Academic Progress testing, and IXL.

Each student and their parent/guardian will receive confidential results of the above assessments through Google Classroom or Infinite Campus.

Academic Support

Students demonstrating the needs for additional support will be contacted by the school site's Academic Lead, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the
federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Academic Lead or Special Education Coordinator will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at (213) 628-3634.

The Academic Lead will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Director of Special Education at (213) 628-3634.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Academic Lead or EL Coordinator will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of EL and ELA Programs at (213) 628-3634.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless Student Liaison or the Foster Student Liaison at (213) 628-3634 for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

MPS recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Students and families will continue to have access to counseling services to support their mental health and emotional well-being. School psychologists and counselors will be available through virtual platforms, phone calls, and email to provide counseling check-ins, crisis intervention, and resources tailored to individual needs. These services aim to ensure continuity of care and help families navigate any challenges they may face during this period.

Available in the Community:

- CareSolace is available to quickly connect the school community to available mental health providers, substance use treatment, and social services matched to their needs. CareSolace can be reached at:
  - Call 888-515-0595. Multilingual support is available 24/7/365
  - Visit www.caresolace.com/mpsfamilies and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school Magnolia Public Schools will work with our food service providers, following the National School Lunch program distribution meal program guidelines, so that all students are appropriately serviced. This includes but is not limited to curbside pick-up, delivery, or frozen multiple meal packages. Meal service times will be communicated with families via ParentSquare.

Expanded Learning Program

If the expanded learning program is interrupted, the Charter School will provide expanded learning opportunities, virtually. Virtual expanded learning opportunities will include an academic enrichment (homework help, tutoring, etc.) component and an educational enrichment (E-Sports, virtual field trips, STEAM clubs, etc.) component. If the Charter School's expanded learning program is sub-contracted to a third-party vendor, the Charter School will collaborate with the third party vendor to ensure the proper implementation of expanded learning programming that includes an academic enrichment component and educational enrichment component.

PROFESSIONAL LEARNING

Within a ten (10) day window of moving into remote learning, MPS will provide teachers with training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, and supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards

- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Multi-Tiered System of Response to Behavior

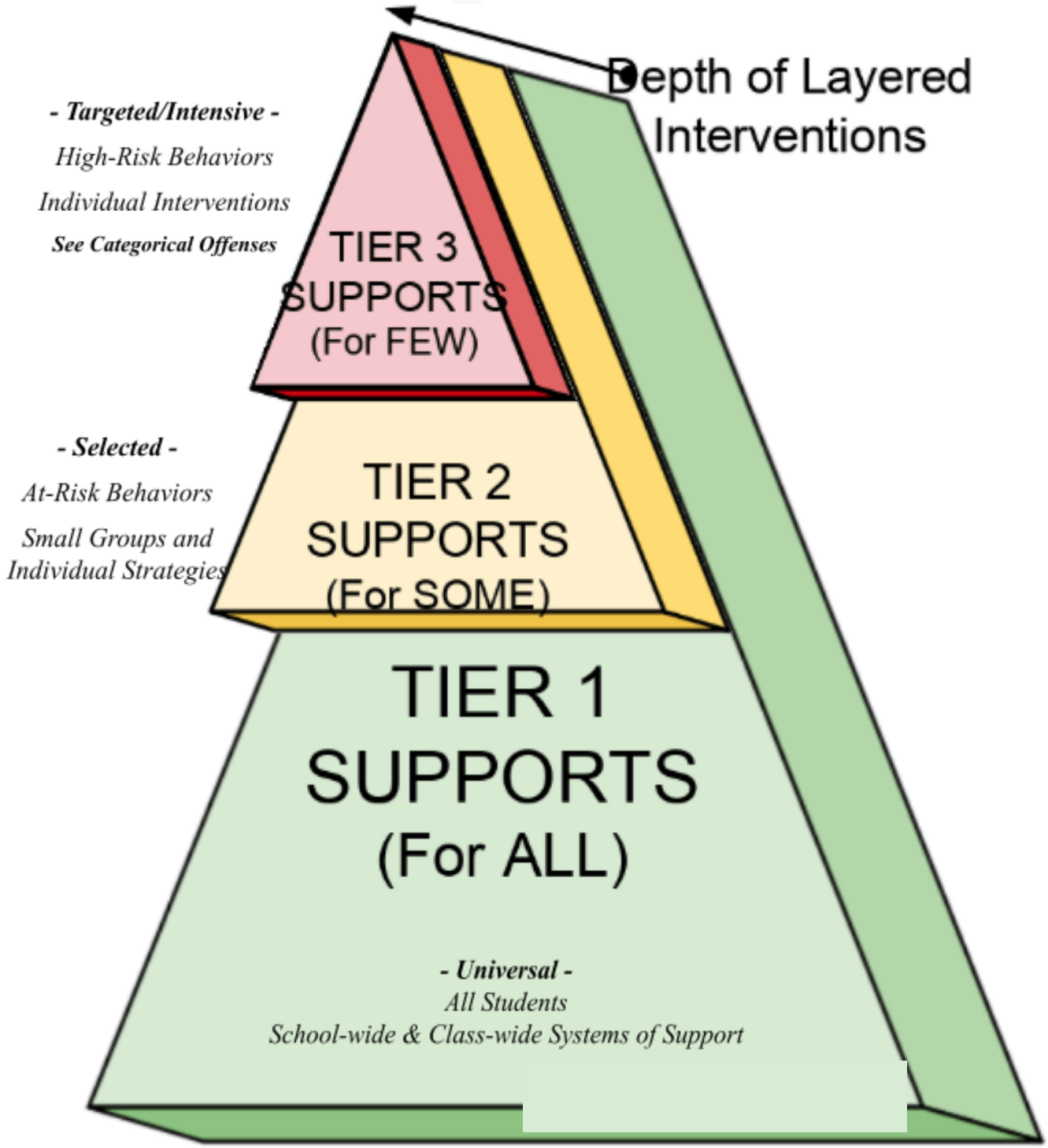
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians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

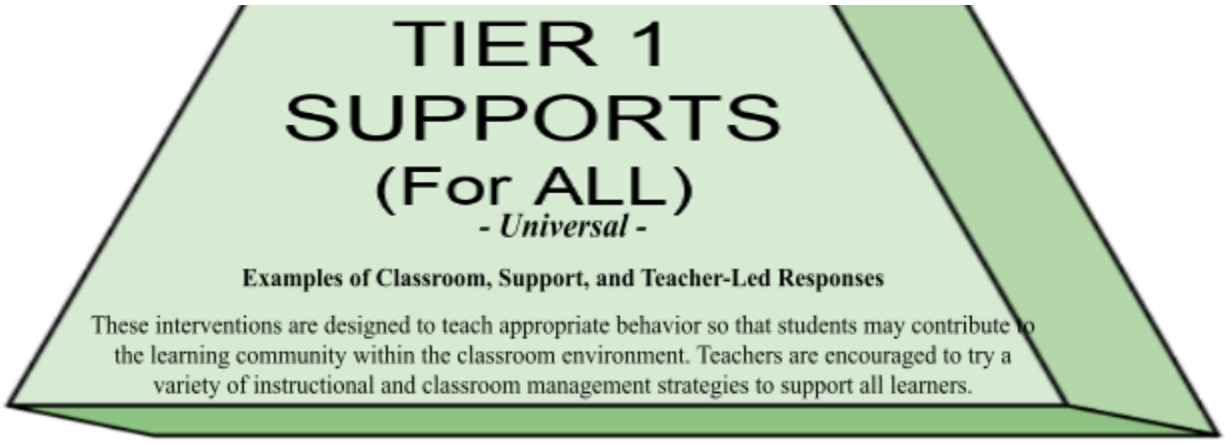
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

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

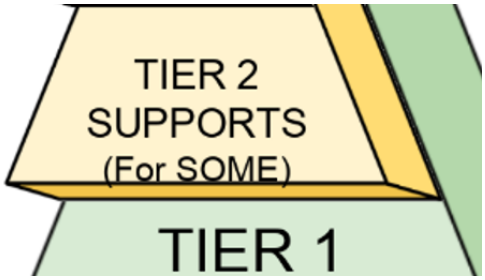
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✔ School-wide PBIS ✔ Social-emotional learning program ✔ Proactive classroom management ✔ Regular, preemptive communication with families ✔ Classroom incentives ✔ Seating, assignment, behavioral accommodations ✔ Conferencing with student(s) and parents ✔ Verbal correction and redirection ✔ Reminders, role-play, daily progress sheet ✔ Loss of classroom privileges ✔ Written and/or verbal reflection

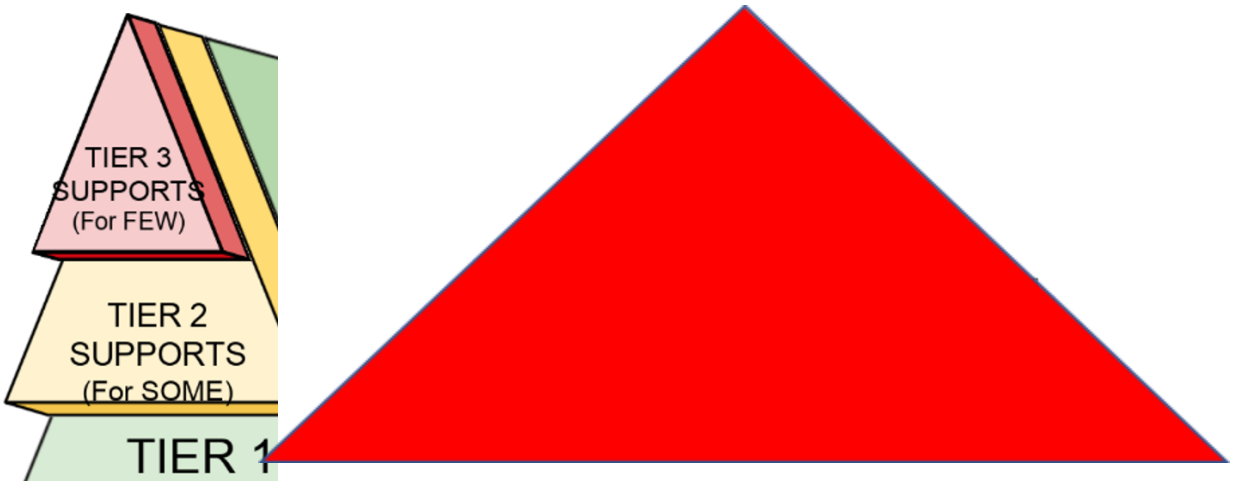


- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	✔ Behavioral contract ✔ Self-monitoring ✔ School-home communication ✔ Adult or peer mentorship ✔ Utilize check-in and check-out system ✔ Intensive academic and/or social support ✔ Reflection (lunch, after school, Saturday, etc.) ✔ Refer student to SSPT ✔ Loss of privileges ✔ Counseling ✔ Temporary removal from class ✔ Extended school day ✔ Suspension and/or expulsion



Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✔ All Tier 1 and Tier 2 interventions ✔ FBA-based behavior intervention plans ✔ Teaching replacement behavior ✔ Home and community supports ✔ Self-management program ✔ Restricted access ✔ In-school reflection and/or suspension ✔ Short-term out-of-school suspension ✔ Extended out-of-school suspension ✔ Request for alternate educational setting ✔ Suspension and/or expulsion

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

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

In School Suspension

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

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

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

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

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

2. **Notice to Parents/Guardians**

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

3. **Suspension Time Limits/Recommendation for Expulsion**

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

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

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. **Suspension Appeals**

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

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

Authority to Expel

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

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

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

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

Students with an IEP

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

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.
E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or winfully defied the valid authority of school personnel (Grades 9-12 only)
- (i) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 onry)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, sefling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to comm.it a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

Sample
Confidential
Memorandum

To: **_____,** Teacher
From: **_____,**Principal
Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Public Schools ("MPS") to address sex discrimination, including but not limited to sexual harassment, occurring within MPS's education program or activity.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in MPS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults.

  o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

  o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.

  o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

  o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

  o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or

bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500

Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Gokhan Serce

Chief Academic Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012 Office: (213) 628-3634 | Fax: (714) 362-9588

gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with

the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and

- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up

to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from MPS.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[1]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
   - Accommodations for Pregnant and Parenting Pupils;
   - Adult Education;
   - After School Education and Safety;
   - Career Technical Education;
   - Career Technical and Technical Training;
   - Child Care and Development;
   - Compensatory Education;
   - Consolidated Application;
   - Course Periods without Educational Content;
   - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
   - Every Student Succeeds Act;
   - Local Control & Accountability Plans (LCAP)/LCFF;
   - Migrant Education;
   - Physical Education Instructional Minutes;
   - Pupil Fees;
   - Reasonable Accommodations to a Lactating Pupil;
   - Regional Occupational Centers and Programs;
   - School Plans for School Achievement;
   - School Safety Plans;
   - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
   a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

These behaviors should only be ex ercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;

- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.

- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No jean/denim style pants
No Cargo pants/shorts.
Must have a built-in pocket not a sewn-on pocket.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<u>Undergarments</u>

All undergarments, including bras, boxer shorts, etc., should not be visible

<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform,
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

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

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), MPS shall ensure prompt notification to parents/guardians, pupils, teachers, administrators, and school personnel when federal immigration enforcement is confirmed to be present on or immediately adjacent to school grounds.

Definitions

- Immigration enforcement: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- Confirmed presence: Visual sighting by staff, verbal acknowledgment by the agent, presentation of credentials, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on or immediately adjacent to the school site, the site administrator or designee shall, as soon as possible and without unnecessary delay, direct the issuance of notifications to:

- All parents/guardians
- All pupils
- All teachers, administrators, and school personnel

Notifications shall be sent using the school-wide messaging platform of Parent Square. School staff will also receive a notification via email to inform them of the presence.

Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include, at minimum:

- Confirmation that immigration enforcement is occurring on or near campus
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated):

NEARBY ICE ACTIVITY

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA-1** Families & Staff)
Subject: Notification of Nearby ICE Activity

Dear Magnolia Families,

We have been made aware of the presence of Federal Immigration and Customs Enforcement (ICE) activity near our school campus.

We understand that this may cause concern for families, and we want to reassure you that the safety and well-being of our students and staff remain our top priority. **At this time, no action is required, and normal school operations are continuing.**

Please remember that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.

Thank you for your continued support and understanding. If you have any questions, don't hesitate to call the main office.

Sincerely,

Principal Name
Name of School

ICE ON CAMPUS

Release Date: ASAP, timed response
Platform: ParentSquare ((**MSA-1** Families & Staff)
Subject: Urgent: ICE on Campus

Dear Magnolia Families,

We're writing to let you know that Federal Immigration and Customs Enforcement (ICE) personnel are currently on our campus.

We are actively monitoring the situation and following all established protocols to protect our students and staff. **Please note that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.**

We will continue to provide updates. If you have concerns, contact the front office.

Sincerely,

Principal Name
Name of School

Follow-Up Notification

As soon as immigration enforcement efforts have ceased or the agents have departed the campus or immediate area, an "all-clear" notification shall be sent using the same methods.

FOLLOW-UP NOTIFICATION

Release Date: ASAP, timed response
Platform: ParentSquare ((**MSA-1** Families & Staff)
Subject: Urgent: All Clear

Dear Magnolia Families,

We are writing to inform you that ICE activity in the area has concluded.

All students and staff are safe, and regular campus operations have resumed. Thank you for your patience and trust as we worked to ensure the safety of our school community.

Sincerely,

Principal Name
Name of School

MPS School Sponsored Field Trips & Cultural Excursions Policy

The Board of Directors of Magnolia Public Schools ("MPS" or the "Charter School") recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill MPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate lifelong learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out appropriately to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Definition

- A "field trip or cultural excursion" involves students leaving MPS grounds to participate in school-sponsored educational opportunities in connection with MPS's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co curricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The principal shall have the authority to approve all in and out of state day and overnight field trips and excursions with consultation of the MPS Academic and Finance Teams. Requests for out of country travel shall be brought before the Board of Directors for approval. The principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The principal will ensure that the following items will be adhered to for all MPS field trips and excursions:

1. The proposed field trip or cultural excursion relates to MPS's educational objectives.
2. The correct ratio of adults to students is met for supervision of the activity.
3. A means of transportation to and from the activity is provided.
4. Adequate restroom facilities, food and water will be available during the activity.

The principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons who are not employees of Magnolia Public Schools making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field

trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student.
2. Any medications the student is required to take with the time and dosage required.
3. Any medications the student is allergic to.
4. Any other medical information necessary to ensure the student's safety.
5. Waiver as described above.

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

The Charter School will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all MPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from their student injuries on campus or while participating in a Charter School sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the principal.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, responsibilities of the parent volunteers, and language or behavior requirements of all attendees.

To ensure student safety, any non-employee chaperones supervising students on a field trip must be a Certified Volunteer (C-Volunteer). All prospective chaperones must review the Magnolia Public Schools Volunteer, Visitation, Shadowing, and Removal Policy, complete the C-Volunteer Application Form, and agree to the Volunteer Commitment and Procedures. These forms must be submitted to the school office for processing. The office will provide confirmation once the volunteer clearance is approved. Only individuals who have completed this process and received clearance may serve as chaperones on any school field trips.

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All persons who are not employees of Magnolia Public Schools taking in-state or out-of state field trips or excursions and all parents or guardians of pupils taking in-state or out of-state field trips or excursions are required to sign a statement waiving all claims against MPS, its employees, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If vans are used, the vans cannot be manufactured to carry more than ten (10) occupants (including the driver). Simply removing seats or not

filling the occupancy does not meet the legal requirements. In addition, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

5. The minimum age requirement to transport passengers is twenty-five years old.

Each of these items will be provided to the principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed.

5. Maps and directions from the teacher should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: bplonka@magnoliapublicschools.org, 818-609-0507. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other

important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate the outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway, and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching, and support staff may also be part of the team but may act only when assigned specific duties by the Principal or designee.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress-positive actions were taken by the school.

- Announce new changes made after the incident has passed.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time
1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:
- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

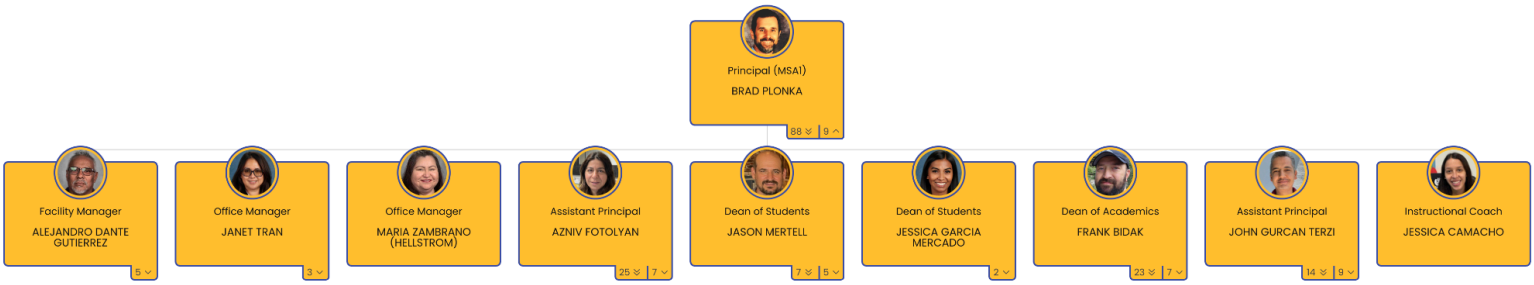
Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents



Organizational Chart

The WARRIOR Way

RISE	HALLWAYS	LUNCH AREA & BATHROOM USE	ASSEMBLIES AND EVENTS	TECHNOLOGY USE	UNIFORM
RESILIENT	• Students avoid confrontations with others, regulate their emotions, and seek for support when needed.	• Students stay safe, clean up after themselves, and resolve small conflicts calmly.	• Students remain respectful and enegaged throughout the technical difficulties in the gym.	• Students handle devices responsibly, solve minor issues, and stay focused on learning.	• Students request uniform loaners whenever they forget to wear theirs.
INSPIRING	• Students use positive and encouraging language with peers and staff.	• Students share food appropriately, invite others to join them, and encourage healthy choices.	• Students show school pride by wearing spirit colors and cheering for all grade levels.	• Students use technology to share positive messages, creative work, and learning resources.	• Students consistently wear their school uniforms with pride!
SELFLESS	• Students act with concern for the wellbeing of others. (examples) ◦ Hold the door open ◦ Allow others to walk ◦ Cleaning up after themselves	• Students pick up after themselves and others. • Students respect the privacy of bathroom usage. • Students avoid making others feel uncomfortable.	• Students walk respectfully inside and outside the gym. • Students avoid "booing" or putting others down during celebratory moments. • Students walk as a class!	• Students share devices or chargers and help peers with apps or assignments.	• Students wear their uniforms to promote accountability and to participate in grade level prizes!
ENTHUSIASTIC	• Students are eager to arrive to class on time.	• Students are positive and enthusiastic with one another. • Students join activities, and stay positive with peers.	• Students actively participate by clapping, participating in activities, and using encouraging language towards their peers.	• Students participate eagerly in learning apps, tech games, and celebrate peers' successes.	• Students show excitement in wearing uniforms during special dress-down or themed days.

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Safe School Plan Quick Reference Guide

MAGNOLIA PUBLIC SCHOOLS
Magnolia Science Academy

Brad Plonka, Principal
18238 Sherman Way, Reseda, CA 91335
(818) 609-0507
www.msa1.magnoliapublicschools.org

School Safety Plan Definitions for School

- [redacted]

Emergency Teams:

- [redacted]

School Emergency Contacts Chart

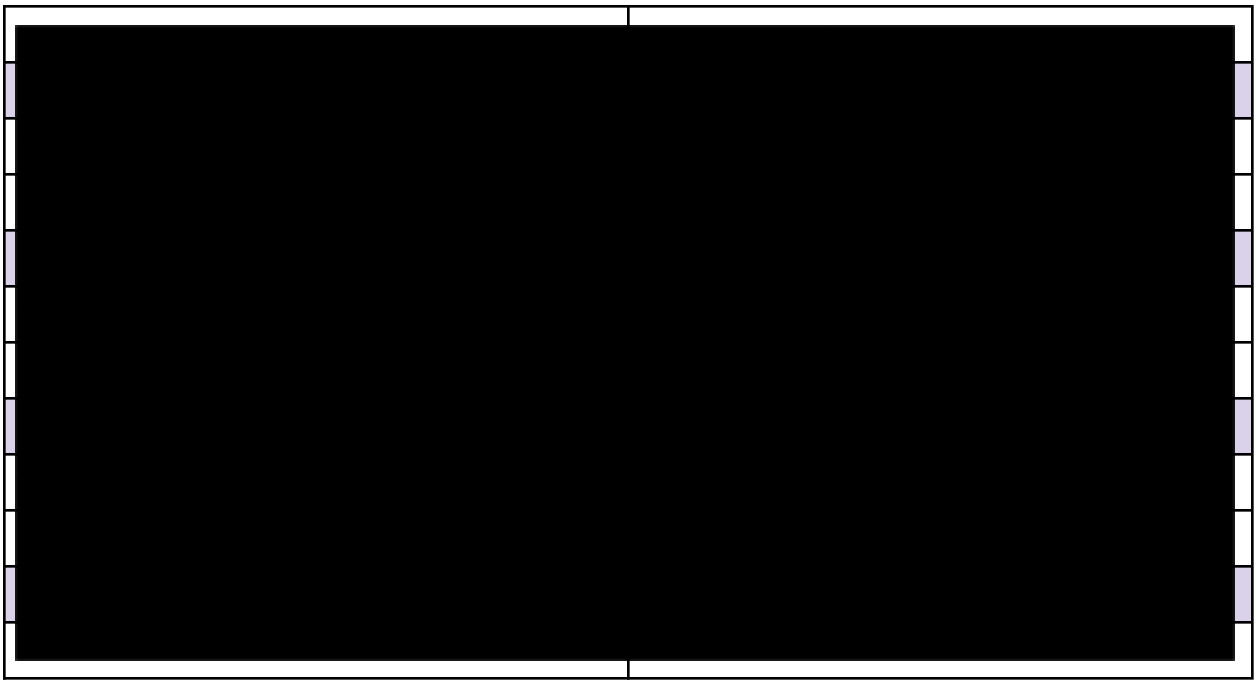
This chart provides Emergency Team Contact information used by law enforcement to contact school site administrators and employees in the event of an emergency:

TITLE	NAME	WORK NUMBER
[redacted]		

School Incident Command System and Emergency Teams

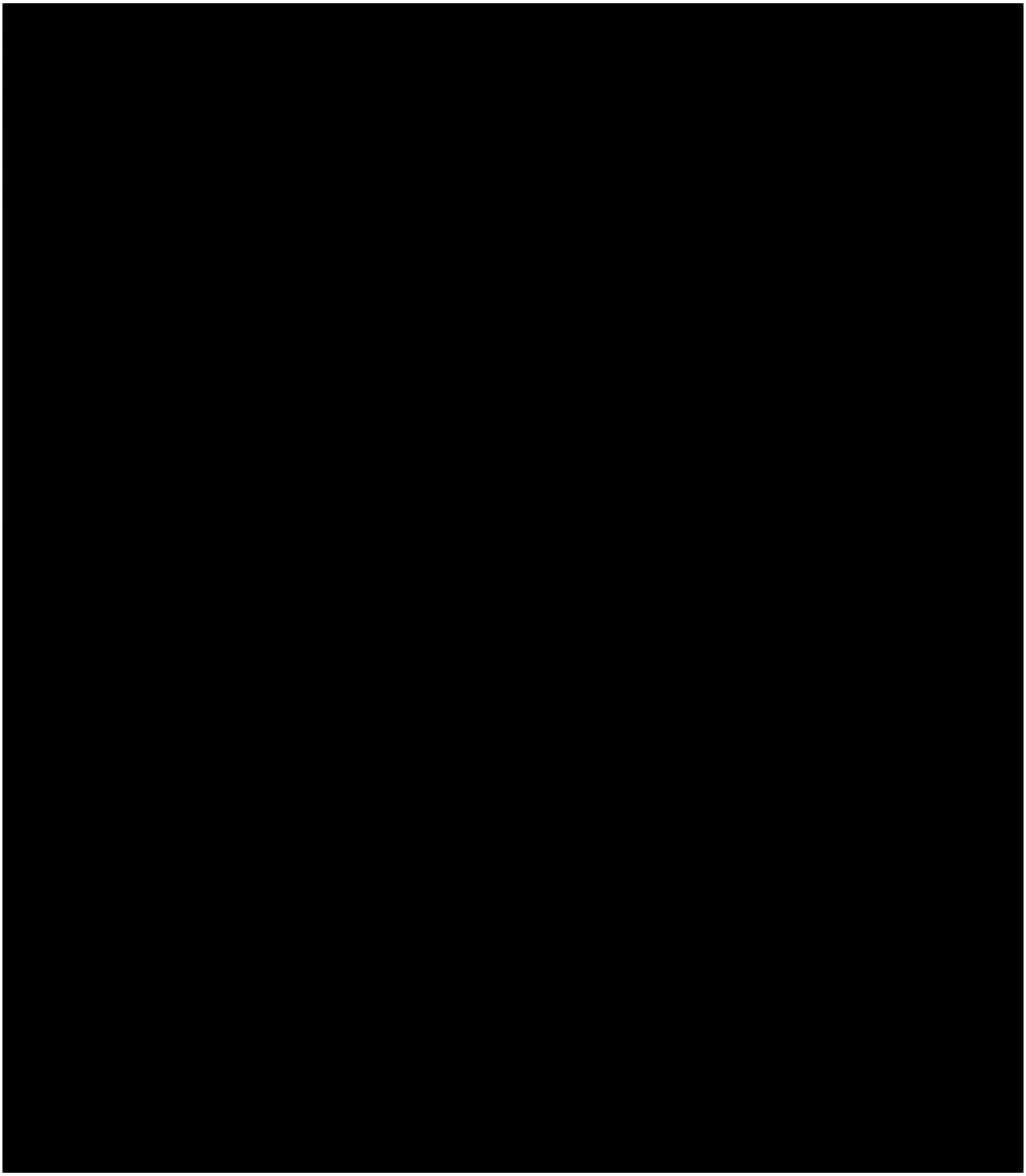
POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	ALTERNATE
[redacted]			

TITLE/ROLE	NAME
[redacted]	[redacted]

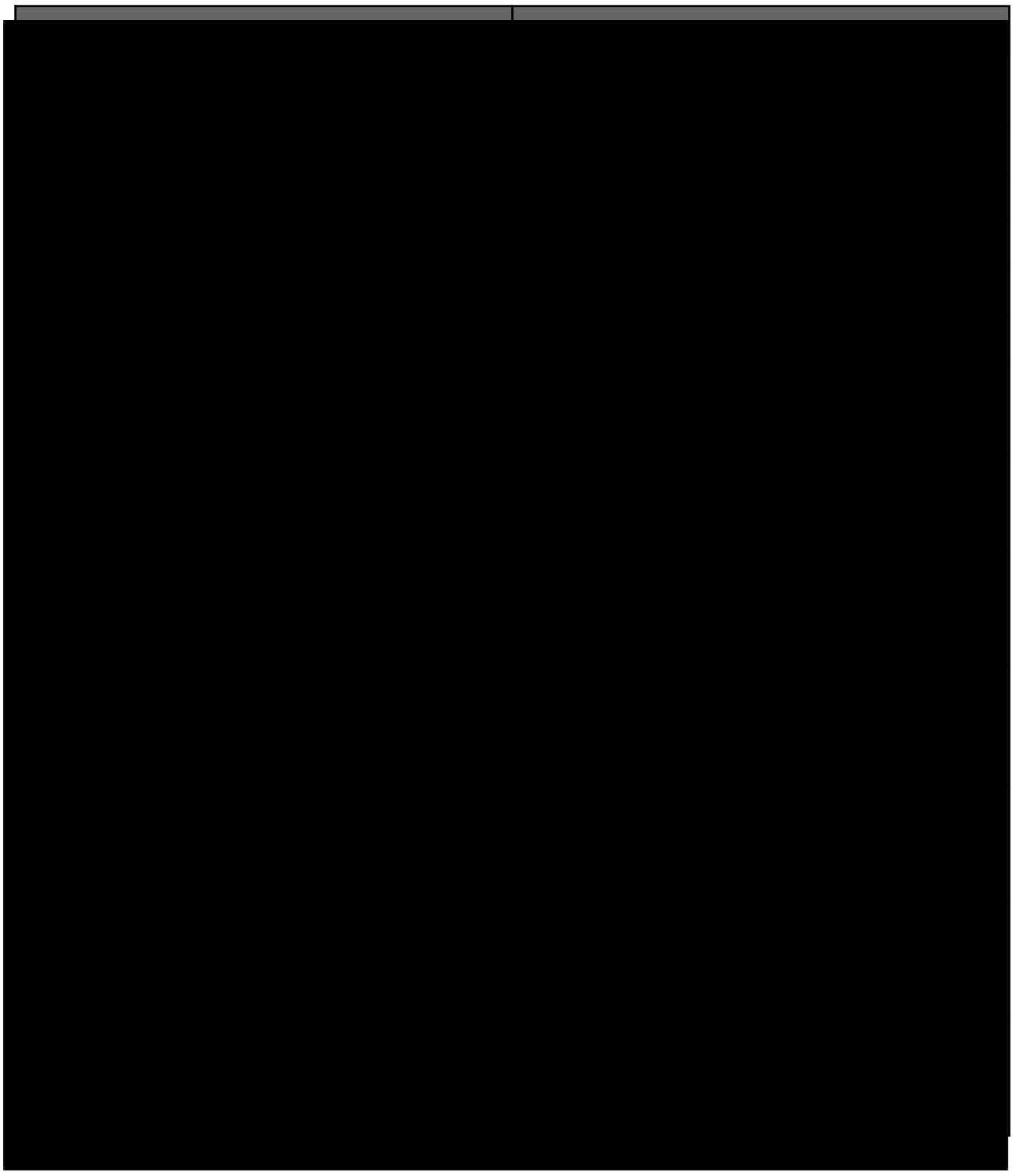


School Site Specific Considerations

Crisis Response Team Chart



Additional Contacts



School Safety Plan
Magnolia Science Academy 2
MAGNOLIA PUBLIC SCHOOLS

Irene Gavrilof, Principal
17125 Victory Blvd,
Van Nuys, CA 91406
(818) 758-0300
igavi@magnoliapublicschools.org

A meeting for public input was held on January 30, 2026

Plan Revised January 30, 2026

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 12, 2026

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy 2
School Safety Plan
2026-2027

Magnolia Science Academy 2's Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]		

Name	Title	Contact Email
Irene Gavrilof	Principal	igavi@magnoliapublicschools.org
Danielle Velarde	Dean of Students	dvvelarde@magnoliapublicschools.org
Vartan Shohmelian	Assistant Principal	vshohmelian@magnoliapublicschools.org
Juan C Diaz	Classified	jcdiaz@magnoliapublicschools.org
Cristina Brenes	Parent	[redacted]
Emilym Kuh	Parent	
Asmaa Salam	Teacher	asalam@magnoliapublicschools.org
Elizabeth Urrutia	Teacher	eurrutia@magnoliapublicschools.org
Ruth Hernandez	Student	[redacted]

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally. Graduates of MSA-2 commit to building a more peaceful and inclusive global society by being respectful, attentive, and dependable.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process

involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

Assessment of Data

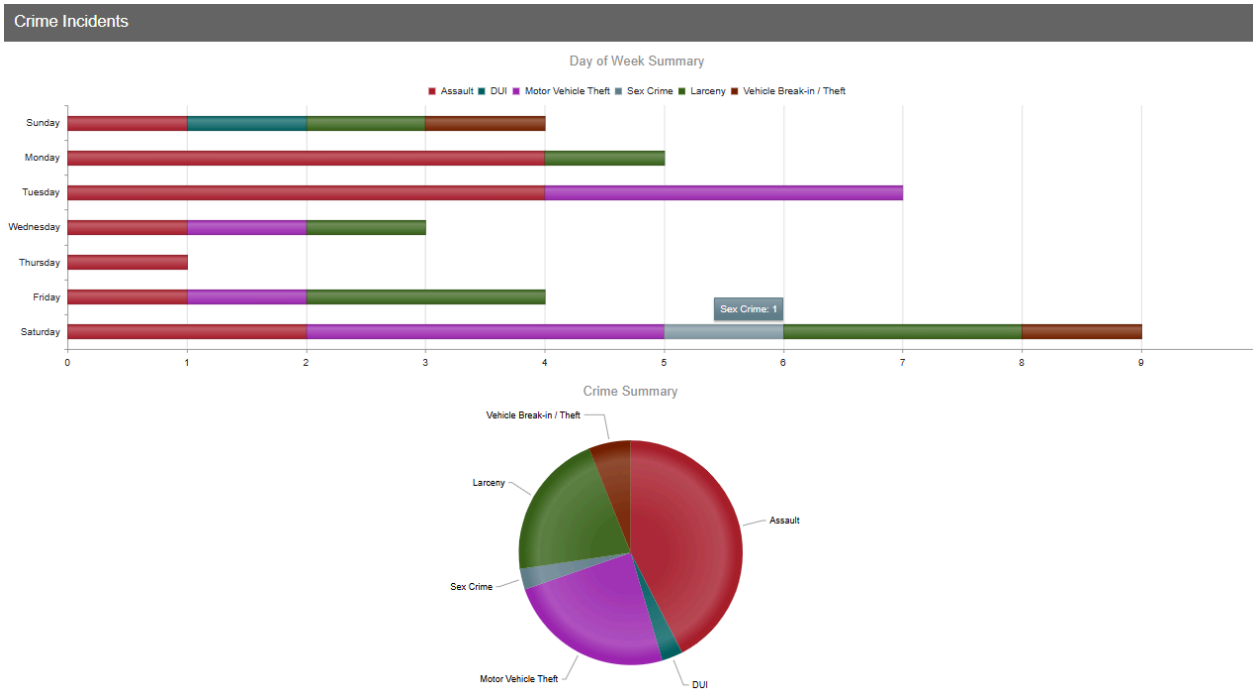
Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

Crime Data will be revised at a later time. Issue with Crime Data website.

The top three crime violations in the area of 91406 from 5/2025 to 12/2025:

Type	Number
Total Crimes during time period	33
Top #1: Assault	14
#2: Motor Vehicle Theft	8
#3: Larceny	7



This data is represented by the following graphic pulled from source website: https://www.crimemapping.com/map/location/91406%2C%20Van%20Nuys%2C%20CA%2C%20USA?id=dHA9MCN0dj02MDQ0MDg1YyNsb2M9MTY5ODMyNyNsbmc9NDEjcGw9MTE3MjU1MiNsYnM9MTQ6NTQzMDc1NSNsbj1Xb3JsZA%3D%3D#

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on January 29, 2026. The following data was reviewed:

	2023-24	2024-25	2025-26	Currently as of 1/29/2026
Suspension Data Out-of-School	3	16	4	4
Suspension Data In-School	0	0	0	0
Expulsion Data	0	1	0	0
Office Discipline Referrals ODRs	44	33	16	16
Average Daily Attendance (ADA) Rate	92.99%	92.73%	96.64%	96.64%
Chronic Absenteeism Rate	20.7%	20%	17.1%	17.1%
Graduation Rate	97.7%	94.8%	n/a	n/a

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- Parent Advisory Committee
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.

- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Physical Environment

Goal(s): Create a safe, structured, and well-supervised physical environment by strengthening personnel systems and campus coverage to proactively support student behavior, safety, and engagement.

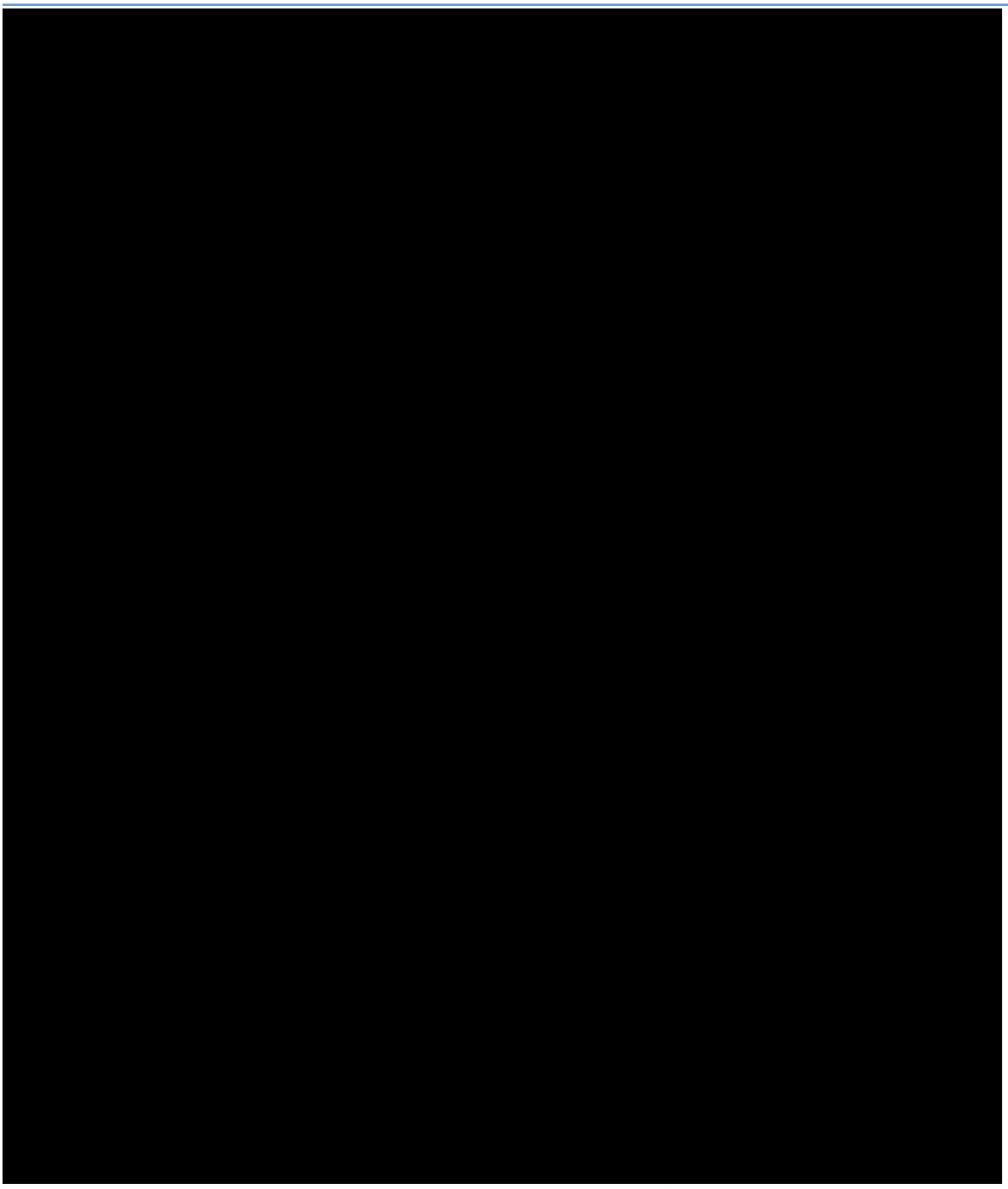
- Objective: By the end of the school year, ensure consistent adult presence across all high-traffic and high-need campus areas through clearly defined personnel roles, schedules, and accountability systems, resulting in a reduction in safety-related incidents and transitions-based behavioral concerns.
- Related Activities:
  - Establish clearly defined supervision zones for before school, passing periods, lunch, and dismissal
  - Develop and implement a rotating supervision schedule for personnel
  - Provide training for staff on active supervision strategies (visibility, proximity, positive interactions)
  - Conduct routine walkthroughs to assess supervision effectiveness and environmental needs
  - Adjust staffing assignments based on incident data and student flow patterns
- Resources needed:
  - Supervision schedules and coverage maps
  - Staff training materials on active supervision
  - Walkie-talkies and safety equipment (as applicable)
  - Incident and referral tracking tools
- Person(s) responsible for implementation:
  - Dean of Students, Assistant Principal, Campus Aides and Student Services Staff, Administrative Team
- Budget: Refer to school's annual budget.
- Evaluation guidelines: Educational Partner Surveys and all related metrics from California Schools Dashboard, CDE Data Quest, and internal MSA2 LCAP goal tracker data related to internal metrics.

Component 3: School's Social Climate

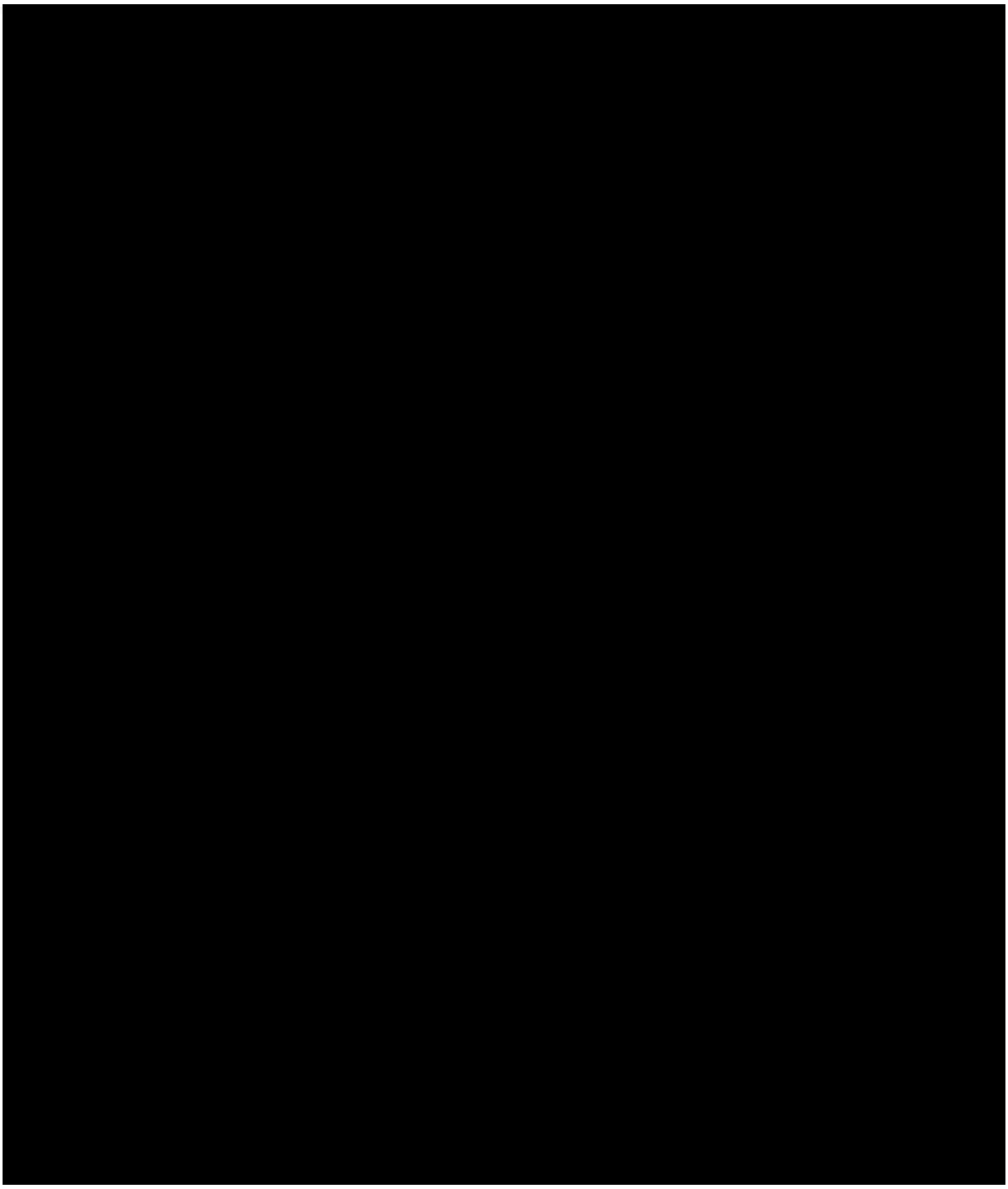
Goal(s): Foster a welcoming, inclusive, and affirming school climate that promotes a strong sense of belonging, recognition, and positive identity for all students.

- Objective: By the end of the school year, increase students' reported sense of belonging and connection to school through consistent recognition systems, relationship-centered practices, and intentional community-building structures.
- Related Activities:
  - Implement school-wide positive recognition systems (e.g., RAD Points, RAD Stars, positive calls home)
  - Facilitate regular student-led and staff-supported celebrations of achievement, growth, and positive behavior
  - Create welcoming routines for arrival, transitions, and student onboarding
  - Support clubs, student leadership, and community-building events that encourage student voice
  - Train staff on culturally responsive and relationship-centered practices
- Resources needed:
  - Recognition materials (certificates, incentives, signage)
  - Staff time for relationship-building activities and events
  - Data tools for tracking participation and recognition
  - Professional development resources focused on SEL and belonging
- Person(s) responsible for implementation:
  - Dean of Students, School Administrators, Student Services Team, MTSS PBIS Team, Reflection Committee, Teachers and Support Staff, Student Leadership Groups
- Budget: Refer to school's annual budget.
- Evaluation guidelines: Educational Partner Surveys and all related metrics from California Schools Dashboard, CDE Data Quest, and internal MSA2 LCAP goal tracker data related to internal metrics.

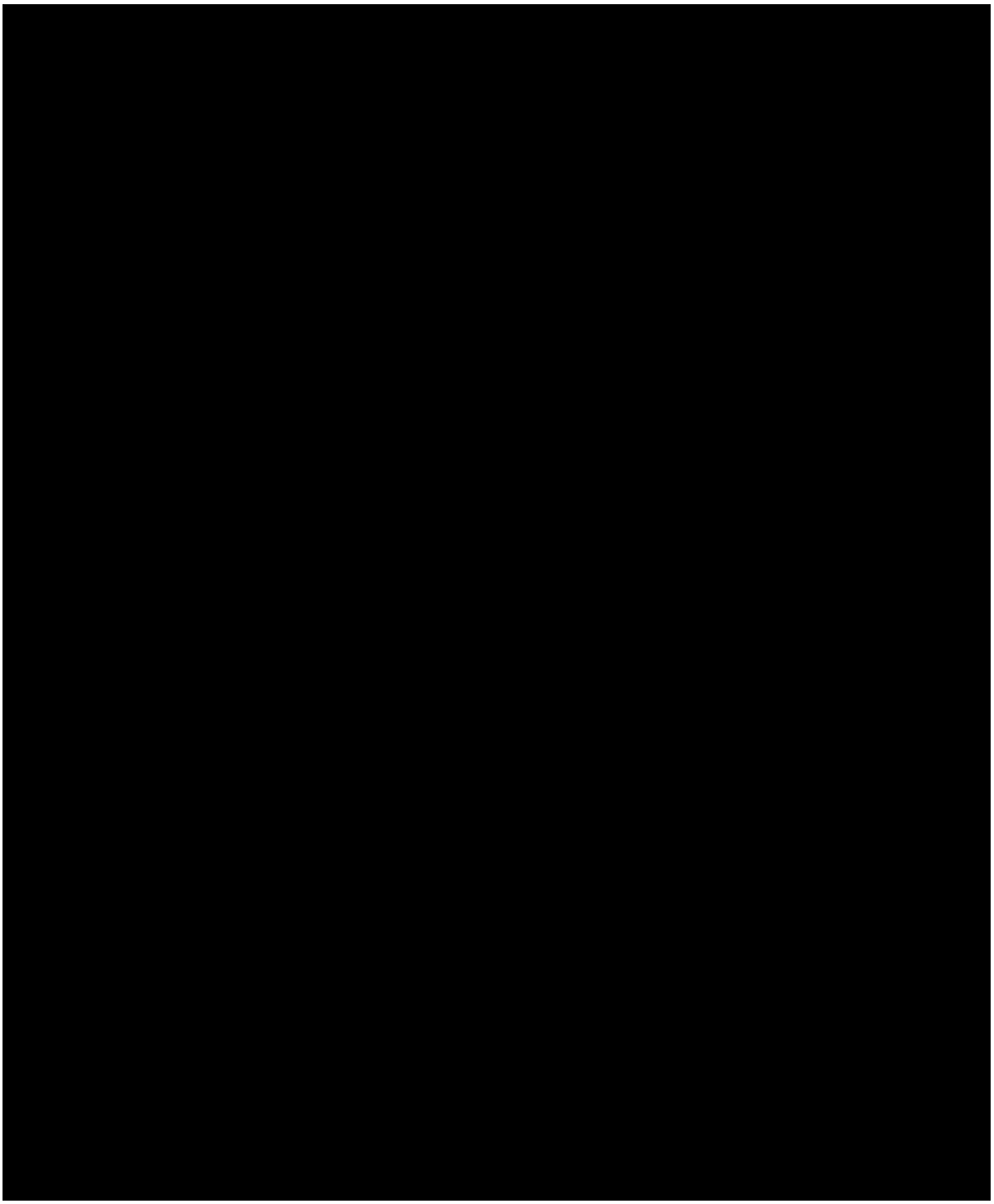
School Maps



Emergency Map



Emergency Drills



Emergency Drill Evaluation

MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar

2026-2027

H.O.S.T. Crisis Communication

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.

- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc., will also be noted on a list kept at the school.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (Penal Code 11166).

Reporting Procedures

1. **Initial Telephone Report**
   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department (Penal Code 11165.9, 11166).

   - Los Angeles County 800-540-4000 or https://reportChildAbuseLA.org
   - Orange County 714-940-1000 or 800-207-4464 and Forms | County of Orange Social Services Agency
   - San Diego County 858-560-2191 or 800-344-6000
2. **Written Report**
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) (Penal Code 11166, 11168).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	At least two adults must be present in any vehicle transporting students. One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable fingerprint background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries policy, Visitor and Volunteer policies, and Employee Handbook.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and

implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communcaiton. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.

- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school-wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying-related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Instructional Continuity Plan for Site-Based Schools

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Magnolia Public Schools ("MPS" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") states how MPS will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

- "Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.
- "In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.
- "Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.
- "Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, Zoom, through Google Classroom etc.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification MPS shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction will be closed as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to MPS's Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows:

    - Students will have access to lessons via an online portal, such as Google Classroom.
    - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided printed, weekly packets to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or
    - If an emergency or natural disaster disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county office of education, or charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family.

Communication

MPS's communication platform is ParentSquare and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and MPS employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through Google Classroom;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email, phone calls, ParentSquare messages, or Google Classroom messages;
- The Charter School's website and ParentSquare will:

    - Identify whether instruction is in-person, remote, or hybrid;
    - Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
    - Provide an outlook for when and how normal operations will resume. through the Charter School's ParentSquare, and when in-person instruction will resume.

- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every day.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Teacher-created tests and assessments, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Portfolios, State Standards testing, journals, presentations, quizzes, labs, interim assessments, and final examinations.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: reading difficulty screener (K-2), NWEA Measures of Academic Progress testing, and IXL.

Each student and their parent/guardian will receive confidential results of the above assessments through Google Classroom or Infinite Campus.

Academic Support

Students demonstrating the needs for additional support will be contacted by the school site's Academic Lead, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the
federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Academic Lead or Special Education Coordinator will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at (213) 628-3634.

The Academic Lead will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Director of Special Education at (213) 628-3634.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Academic Lead or EL Coordinator will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of EL and ELA Programs at (213) 628-3634.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless Student Liaison or the Foster Student Liaison at (213) 628-3634 for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

MPS recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Students and families will continue to have access to counseling services to support their mental health and emotional well-being. School psychologists and counselors will be available through virtual platforms, phone calls, and email to provide counseling check-ins, crisis intervention, and resources tailored to individual needs. These services aim to ensure continuity of care and help families navigate any challenges they may face during this period.

Available in the Community:

- CareSolace is available to quickly connect the school community to available mental health providers, substance use treatment, and social services matched to their needs. CareSolace can be reached at:
  - Call 888-515-0595. Multilingual support is available 24/7/365
  - Visit www.caresolace.com/mpsfamilies and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school Magnolia Public Schools will work with our food service providers, following the National School Lunch program distribution meal program guidelines, so that all students are appropriately serviced. This includes but is not limited to curbside pick-up, delivery, or frozen multiple meal packages. Meal service times will be communicated with families via ParentSquare.

Expanded Learning Program

If the expanded learning program is interrupted, the Charter School will provide expanded learning opportunities, virtually. Virtual expanded learning opportunities will include an academic enrichment (homework help, tutoring, etc.) component and an educational enrichment (E-Sports, virtual field trips, STEAM clubs, etc.) component. If the Charter School's expanded learning program is sub-contracted to a third-party vendor, the Charter School will collaborate with the third party vendor to ensure the proper implementation of expanded learning programming that includes an academic enrichment component and educational enrichment component.

PROFESSIONAL LEARNING

Within a ten (10) day window of moving into remote learning, MPS will provide teachers with training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, and supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Multi-Tiered System of Response to Behavior

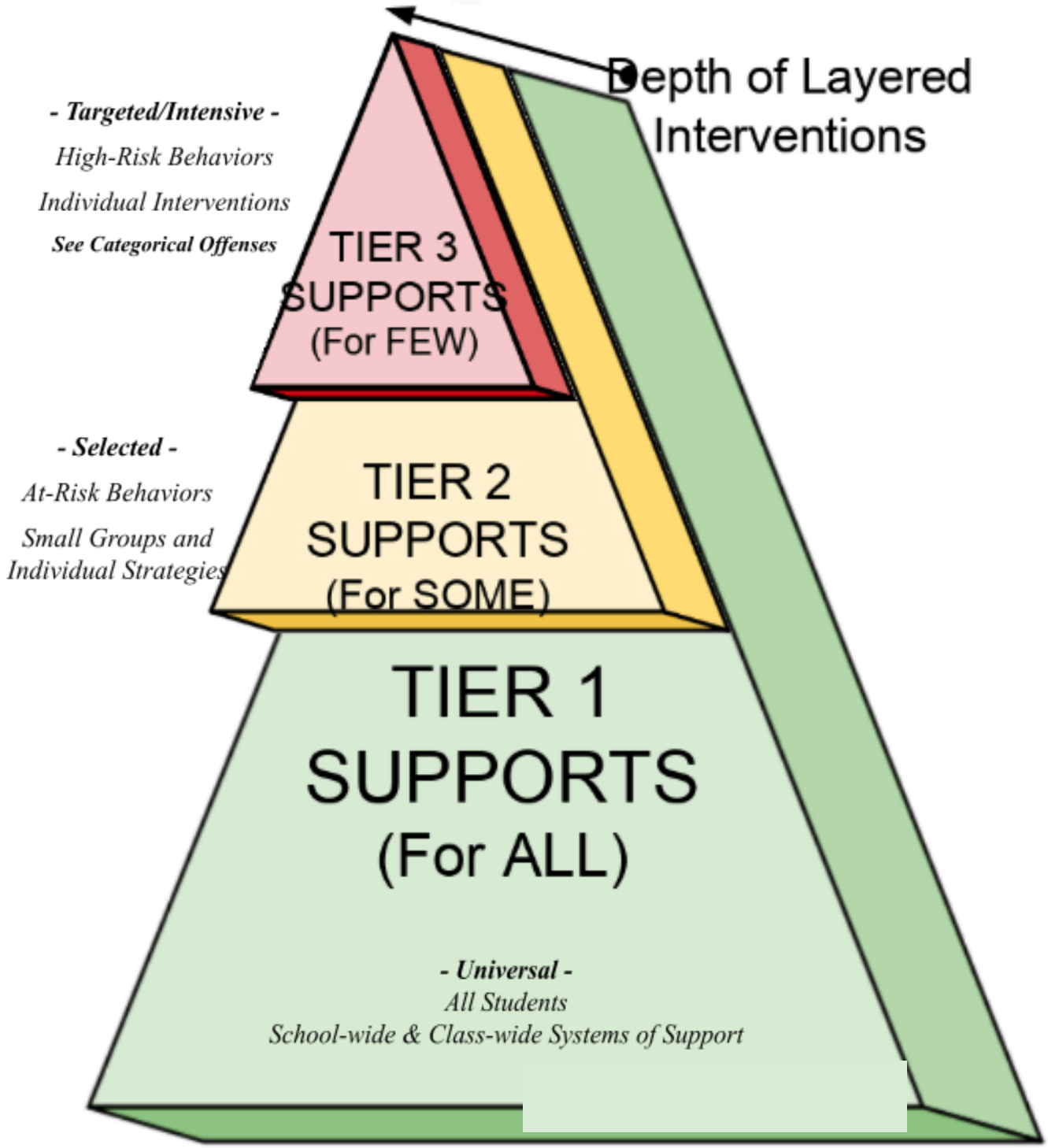
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians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

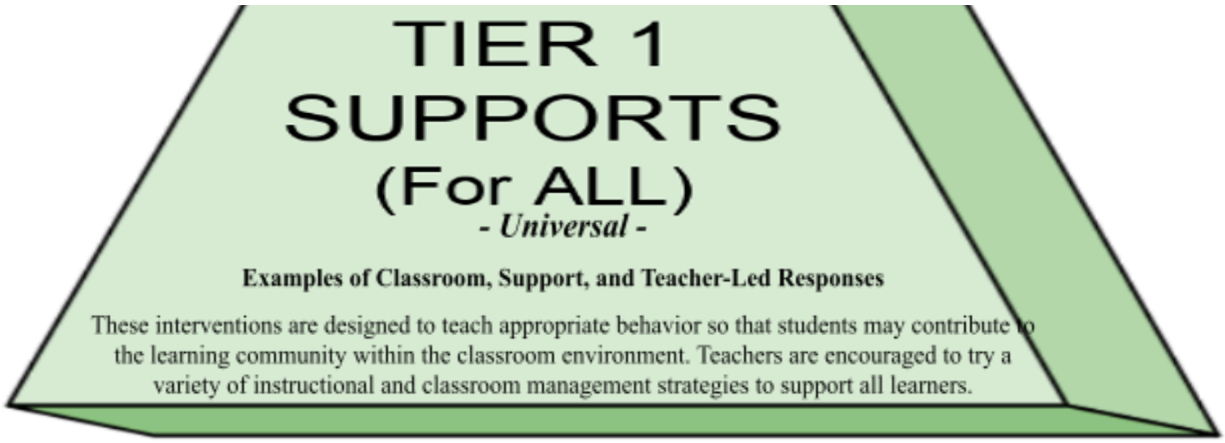
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

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

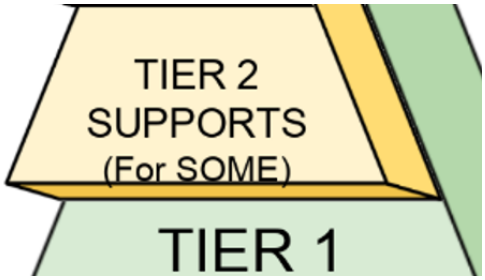
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✔ School-wide PBIS ✔ Social-emotional learning program ✔ Proactive classroom management ✔ Regular, preemptive communication with families ✔ Classroom incentives ✔ Seating, assignment, behavioral accommodations ✔ Conferencing with student(s) and parents ✔ Verbal correction and redirection ✔ Reminders, role-play, daily progress sheet ✔ Loss of classroom privileges ✔ Written and/or verbal reflection



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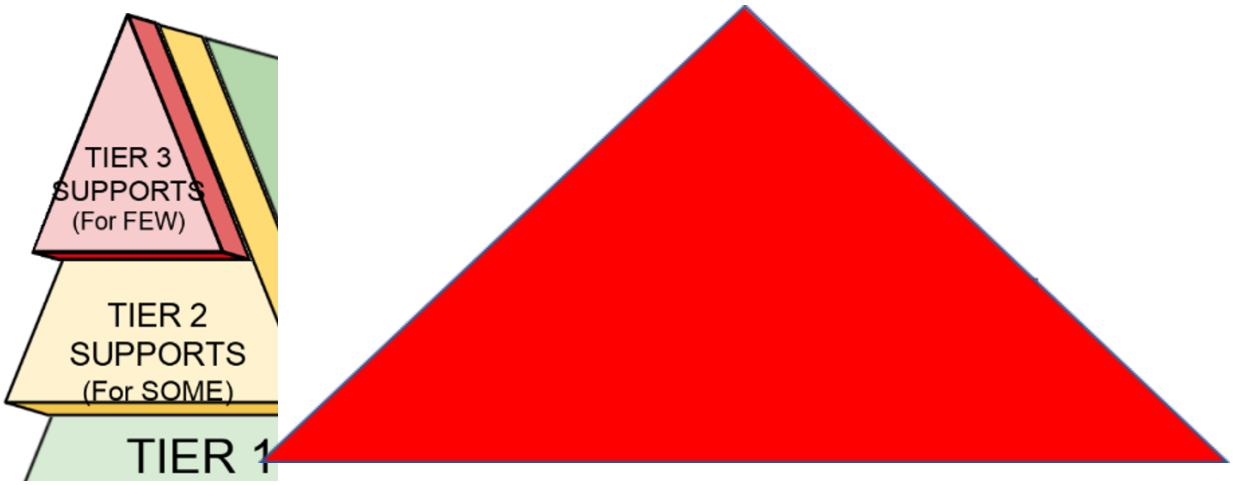
Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	✔ Behavioral contract ✔ Self-monitoring ✔ School-home communication ✔ Adult or peer mentorship ✔ Utilize check-in and check-out system ✔ Intensive academic and/or social support ✔ Reflection (lunch, after school, Saturday, etc.) ✔ Refer student to SSPT ✔ Loss of privileges ✔ Counseling ✔ Temporary removal from class ✔ Extended school day ✔ Suspension and/or expulsion



Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✔ All Tier 1 and Tier 2 interventions ✔ FBA-based behavior intervention plans ✔ Teaching replacement behavior ✔ Home and community supports ✔ Self-management program ✔ Restricted access ✔ In-school reflection and/or suspension ✔ Short-term out-of-school suspension ✔ Extended out-of-school suspension ✔ Request for alternate educational setting ✔ Suspension and/or expulsion

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

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

In School Suspension

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

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

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

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

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

2. **Notice to Parents/Guardians**

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

3. **Suspension Time Limits/Recommendation for Expulsion**

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

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

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. **Suspension Appeals**

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

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

Authority to Expel

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

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

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

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

Students with an IEP

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

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.
E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or winfully defied the valid authority of school personnel (Grades 9-12 only)
- (i) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 onry)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, sefling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to comm.it a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

Sample
Confidential
Memorandum

To: **_____,** Teacher
From: **_____,**Principal
Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Public Schools ("MPS") to address sex discrimination, including but not limited to sexual harassment, occurring within MPS's education program or activity.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in MPS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults.

  o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

  o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.

  o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

  o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

  o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or

bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500

Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Gokhan Serce

Chief Academic Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012 Office: (213) 628-3634 | Fax: (714) 362-9588

gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with

the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and

- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up

to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from MPS.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[1]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

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Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Reasonable Accommodations to a Lactating Pupil;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

These behaviors should only be ex ercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;

- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.

- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No jean/denim style pants
No Cargo pants/shorts.
Must have a built-in pocket not a sewn-on pocket.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<u>Undergarments</u>

All undergarments, including bras, boxer shorts, etc., should not be visible

<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform,
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

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

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), MPS shall ensure prompt notification to parents/guardians, pupils, teachers, administrators, and school personnel when federal immigration enforcement is confirmed to be present on or immediately adjacent to school grounds.

Definitions

- Immigration enforcement: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- Confirmed presence: Visual sighting by staff, verbal acknowledgment by the agent, presentation of credentials, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on or immediately adjacent to the school site, the site administrator or designee shall, as soon as possible and without unnecessary delay, direct the issuance of notifications to:

- All parents/guardians
- All pupils
- All teachers, administrators, and school personnel

Notifications shall be sent using the school-wide messaging platform of Parent Square. School staff will also receive a notification via email to inform them of the presence.

Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include, at minimum:

- Confirmation that immigration enforcement is occurring on or near campus
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated):

NEARBY ICE ACTIVITY

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA-2** Families & Staff)
Subject: Notification of Nearby ICE Activity

Dear Magnolia Families,

We have been made aware of the presence of Federal Immigration and Customs Enforcement (ICE) activity near our school campus.

We understand that this may cause concern for families, and we want to reassure you that the safety and well-being of our students and staff remain our top priority. **At this time, no action is required, and normal school operations are continuing.**

Please remember that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.

Thank you for your continued support and understanding. If you have any questions, don't hesitate to call the main office.

Sincerely,

Principal Name
Name of School

ICE ON CAMPUS

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA-2** Families & Staff)
Subject: Urgent: ICE on Campus

Dear Magnolia Families,

We're writing to let you know that Federal Immigration and Customs Enforcement (ICE) personnel are currently on our campus.

We are actively monitoring the situation and following all established protocols to protect our students and staff. **Please note that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.**

We will continue to provide updates. If you have concerns, contact the front office.

Sincerely,

Principal Name
Name of School

Follow-Up Notification

As soon as immigration enforcement efforts have ceased or the agents have departed the campus or immediate area, an “all-clear” notification shall be sent using the same methods.

FOLLOW-UP NOTIFICATION

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA-2** Families & Staff)
Subject: Urgent: All Clear

Dear Magnolia Families,

We are writing to inform you that ICE activity in the area has concluded.

All students and staff are safe, and regular campus operations have resumed. Thank you for your patience and trust as we worked to ensure the safety of our school community.

Sincerely,

Principal Name
Name of School

MPS School Sponsored Field Trips & Cultural Excursions Policy

The Board of Directors of Magnolia Public Schools ("MPS" or the "Charter School") recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill MPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate lifelong learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out appropriately to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Definition

- A "field trip or cultural excursion" involves students leaving MPS grounds to participate in school-sponsored educational opportunities in connection with MPS's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co curricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The principal shall have the authority to approve all in and out of state day and overnight field trips and excursions with consultation of the MPS Academic and Finance Teams. Requests for out of country travel shall be brought before the Board of Directors for approval. The principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The principal will ensure that the following items will be adhered to for all MPS field trips and excursions:

1. The proposed field trip or cultural excursion relates to MPS's educational objectives.
2. The correct ratio of adults to students is met for supervision of the activity.
3. A means of transportation to and from the activity is provided.
4. Adequate restroom facilities, food and water will be available during the activity.

The principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons who are not employees of Magnolia Public Schools making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field

trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student.
2. Any medications the student is required to take with the time and dosage required.
3. Any medications the student is allergic to.
4. Any other medical information necessary to ensure the student's safety.
5. Waiver as described above.

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

The Charter School will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all MPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from their student injuries on campus or while participating in a Charter School sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the principal.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, responsibilities of the parent volunteers, and language or behavior requirements of all attendees.

To ensure student safety, any non-employee chaperones supervising students on a field trip must be a Certified Volunteer (C-Volunteer). All prospective chaperones must review the Magnolia Public Schools Volunteer, Visitation, Shadowing, and Removal Policy, complete the C-Volunteer Application Form, and agree to the Volunteer Commitment and Procedures. These forms must be submitted to the school office for processing. The office will provide confirmation once the volunteer clearance is approved. Only individuals who have completed this process and received clearance may serve as chaperones on any school field trips.

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All persons who are not employees of Magnolia Public Schools taking in-state or out-of state field trips or excursions and all parents or guardians of pupils taking in-state or out of-state field trips or excursions are required to sign a statement waiving all claims against MPS, its employees, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If vans are used, the vans cannot be manufactured to carry more than ten (10) occupants (including the driver). Simply removing seats or not

filling the occupancy does not meet the legal requirements. In addition, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

5. The minimum age requirement to transport passengers is twenty-five years old.

Each of these items will be provided to the principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed.

5. Maps and directions from the teacher should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake
- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: igavi@magnoliapublicschools.org; (818) 758-0300. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other

important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate the outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway, and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching, and support staff may also be part of the team but may act only when assigned specific duties by the Principal or designee.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress-positive actions were taken by the school.

- Announce new changes made after the incident has passed.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time
1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:
- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents

RAD Matrix: The following table describes expected behaviors in all school locations.

RAD Matrix

MSA 2 MUSTANGS — MAGNOLIA SCIENCE ACADEMY - 2

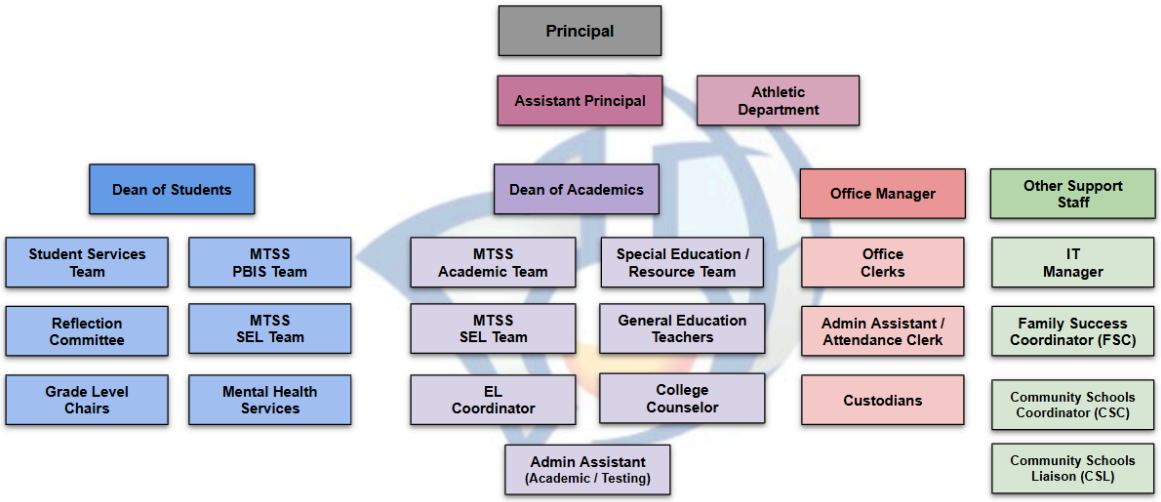
MAGNOLIA PUBLIC SCHOOLS

	Be Respectful	Be Attentive	Be Dependable
Classroom	Phones Out of Sight End Side Conversations Use Positive Speech, "Hate-Free"	Keep an Open Mind Actively Listen Participate While Collaborating	Be on Time Have your Writing Materials Report Laptop Damages
Before School	Phones off Brains on	Listen to What's Up (Annoucements)	In Uniform On time & at the Right Place
After School	Leave at Designated Gates or Be with After School Program	Be Aware and Stay Clear Watch Traffic and Phones Away	See Something, Say Something!
Passing Period	Use Postive Speech, "Hate Free" Language	Keep track of time Walk and Talk to Class In a Class Before the Bell	Phones are Out of Sight
Breakfast & Lunch ***Blacktop***	Stay in Assigned Areas Hand or Roll Ball	Keep Track of Time Listen for Bell or Whistle	Throw Trash in Wastebasket
Restroom	Keep Space Clean Keep Eyes Inside Your Stall	Keep Track of Time Use Hall Pass	Stay in Assigned Areas See Something, Say Something
Office	Sign In Immediately Low Voices	Use Calming Tone Use Hall Pass	Prioritize Education Return Directly to Class
Field Trip	Use Positive Speech, "Hate Free" Language	Make the Most of the Experience	Stay with Group Allow Other VIstors to Enjoy Visit
Assembly	Follow Presentor & Presentation Prompts Leave the Area Clean	Shoulders and Eyes Facing the Stage	Stay and Return with Your Class/House

MSA 2 Organizational Chart

MSA-2 Organizational Chart 2025-26

MSA 2 MUSTANGS — MAGNOLIA SCIENCE ACADEMY - 2



Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Safe School Plan Quick Reference Guide

Magnolia Science Academy 2
MAGNOLIA PUBLIC SCHOOLS

Irene Gavrilof, Principal
17125 Victory Blvd,
Van Nuys, CA 91406
(818) 758-0300
igavi@magnoliapublicschools.org

School Safety Plan Definitions for School

- [redacted]

Emergency Teams:

- [redacted]

School Emergency Contacts Chart

[redacted]

School Incident Command System and Emergency Teams

TITLE/ROLE	NAME
[redacted]	

School Site Specific Considerations

Additional Contacts

School Safety Plan
Magnolia Science Academy - 3
MAGNOLIA PUBLIC SCHOOLS

1254 E Helmick St,
Carson, CA 90746
(310) 637-3806
Elizabeth Rizzuto, Principal
erizzuto@magnoliapublicschools.org

A meeting for public input was held on January 20, 2026

Plan Revised January 20, 2026

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 12, 2026

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy - 3
School Safety Plan
2026-2027

MSA-3's Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]		
Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
Elizabeth Rizzuto	Principal	erizzuto@magnoliapublicschools.org
Tom Nguyen	Certificated - Math Teacher	tnguyen@magnoliapublicschools.org
Angela Smith	Certificated - English Teacher	asmith@magnoliapublicschools.org
Karina Palazzolo	Classified - Community School Coordinator	kpalazzolo@magnoliapublicschools.org
Janet Cortez	Classified - Community School Liaison	jcortez@magnoliapublicschools.org
Arista Williams	Parent	[redacted]
Theressa Phillips	Parent	
La'Tonya Slaughter	Parent	
Taiwo Onibokun	Parent	
Brittani Smith	Parent	

Venneka Powell-Shannon	Parent	[redacted]
Chantal Culpepper	Parent	
Mariela Vasquez	Student	
Noa Nicole	Student	

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

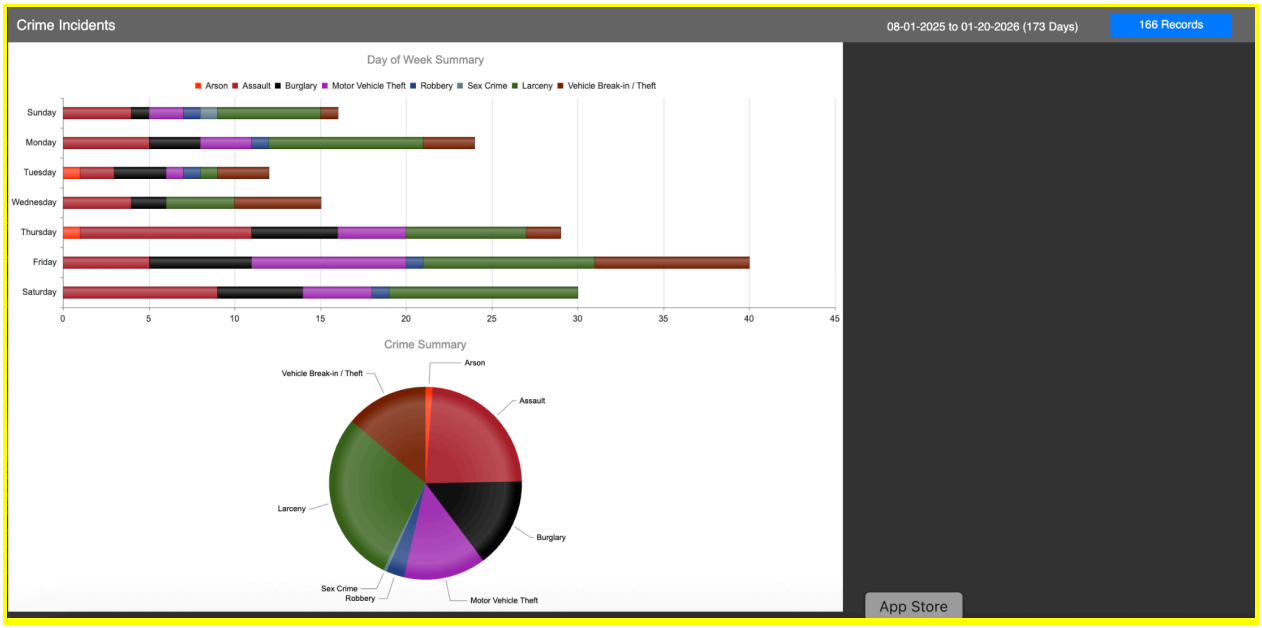
Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 90746 from 8/2025 to 1/2026:

Type	Number
Total Crimes during time period	166
Top #1 Larceny	48
#2 Assault	39
#3 Vehicle Break In / Theft	23



This data is represented by the following graphic pulled from source website: https://www.crimemapping.com/map/location/90746%2C%20Carson%2C%20CA%2C%20USA?id=dHA9MCN0dj02MDQ0MDg1YyNsb2M9MTY1NzA4NyNsbmc9NDEjcGw9MTE0MTE0MSNsYnM9MTQ6NTQwOTkxMiNsbj1Xb3JsZA%3D%3D#

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on 1/20/26The following data was reviewed:

	2023-24	2024-25	2025-26	Currently as of SAME DATE AS ABOVE
Suspension Data Out-of-School	10	17	17	17
Suspension Data In-School	1	4	0	0
Expulsion Data	0	0	0	0
Office Discipline Referrals ODRs	50	50	25	25
Average Daily Attendance (ADA) Rate	91.98%	91.93%	92.85%	92.85%
Chronic Absenteeism Rate	27.3%	29.3%	25.7%	25.7%
Graduation Rate	93.8%	100%	N/A	N/A

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- Parent Advisory Committee
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions (CA-ISP LACOE), completion of training through CPI, committee meetings, and Curtiss safety meetings.
- Resources needed: Safety plan & Training dates
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: All students will experience a safe and nurturing environment

Goal(s):

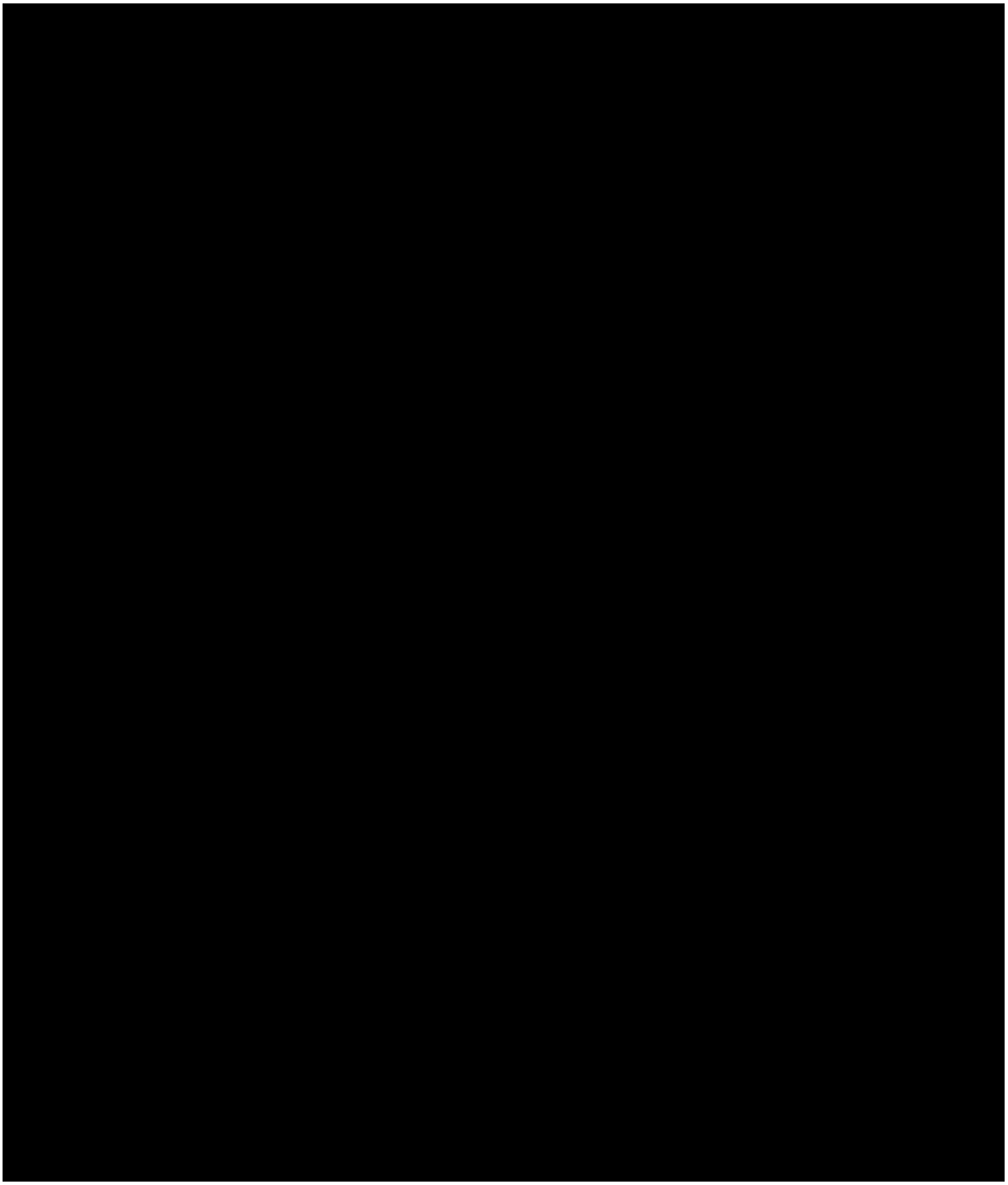
- Objective: Create a safe learning environment for students
- Related Activities: Promotion of school wide expectations, PBIS and SEL curriculum in all grade levels, Creating alternative to suspension plans
- Resources needed: Partnerships with outside organizations like Carson Sheriff (YAL & SRO)
- Person(s) responsible for implementation: Designated Administrator, Community Schools Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys, Suspension Rate, ODR rate

Component 3: Improve Chronic Absenteeism from 25% → 20%

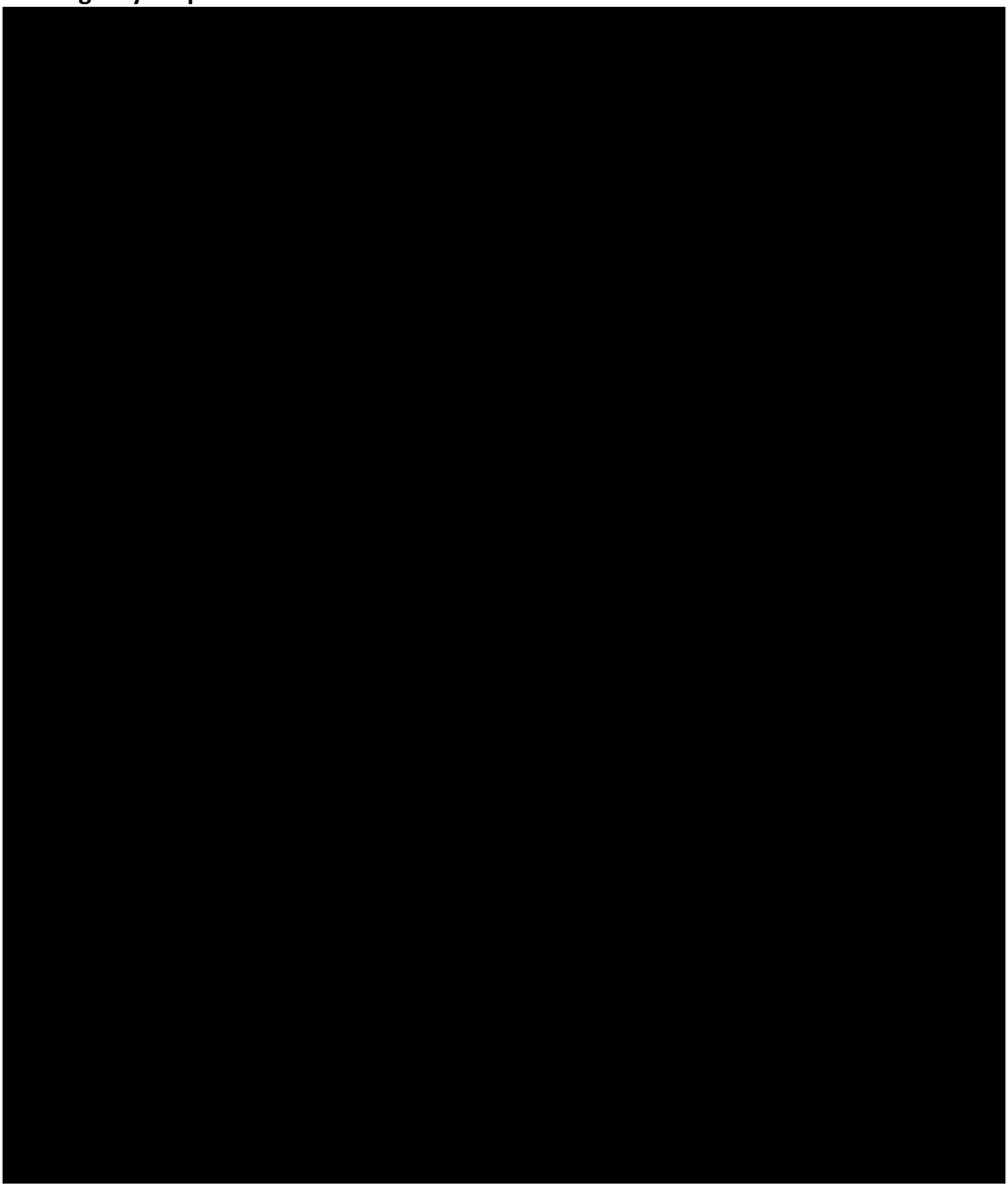
Goal(s): Improve Chronic Absenteeism from 29% → 25% → 20%

- Objective: At the end of the year, the absenteeism rate will be significantly lower than the previous year
- Related Activities: Review regularly during Professional Learning Sessions, communication of attendance expectations to parents Rewards for students meeting expectations.
- Resources needed: Attendance Data (Infinite Campus)
- Person(s) responsible for implementation: Designated Administrator
- Budget: Refer to schools' annual budget
- Evaluation guidelines: California Dashboard

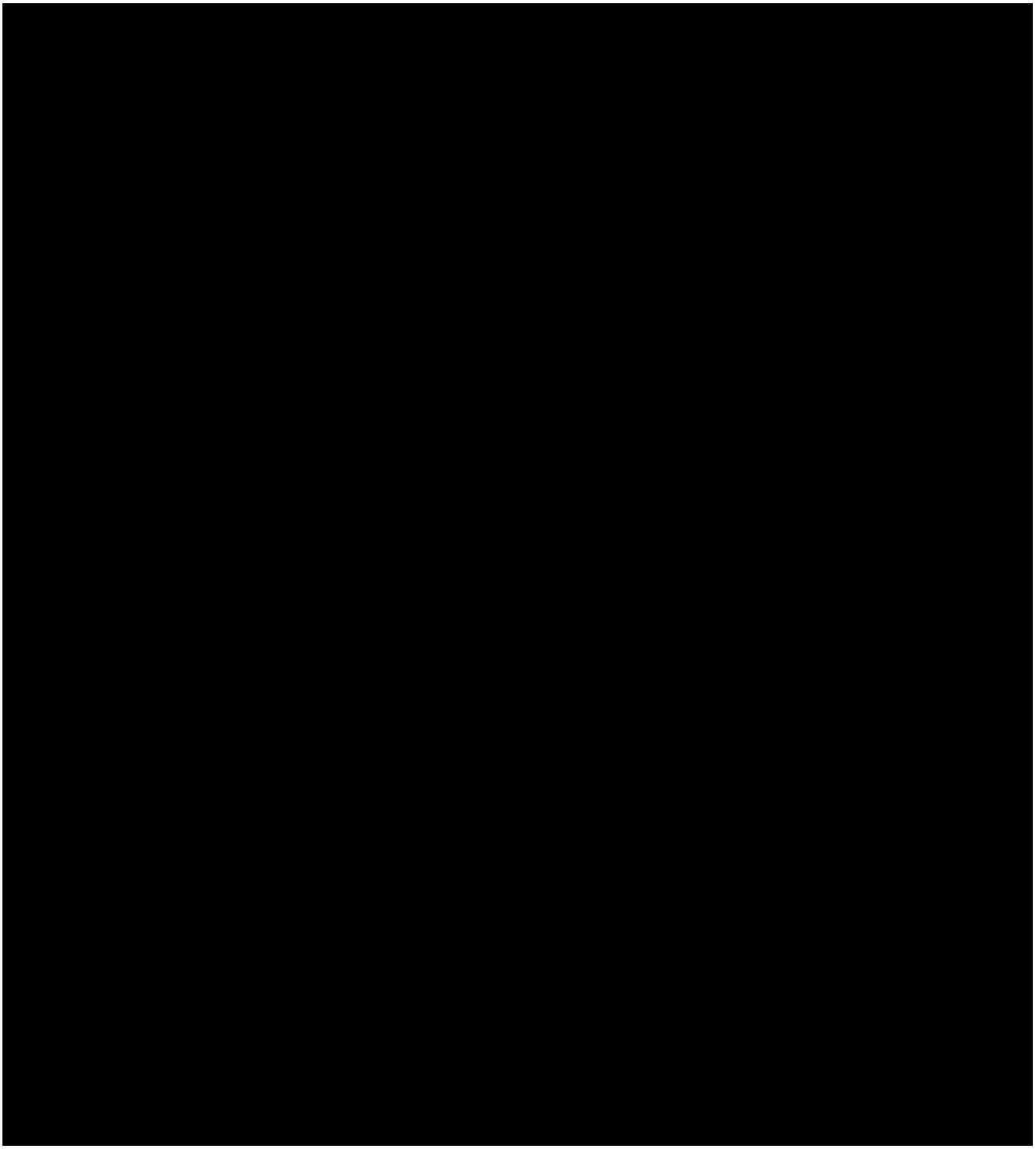
School Maps



Emergency Map



Emergency Drills



Emergency Drill Evaluation

MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar

2026-2027

Type	Elementary	Middle	Sr. High and Adult
[redacted]			

H.O.S.T. Crisis Communication

[redacted]

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc., will also be noted on a list kept at the school.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (Penal Code 11166).

Reporting Procedures

1. **Initial Telephone Report**
   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department (Penal Code 11165.9, 11166).

   - Los Angeles County 800-540-4000 or https://reportChildAbuseLA.org
   - Orange County 714-940-1000 or 800-207-4464 and Forms | County of Orange Social Services Agency
   - San Diego County 858-560-2191 or 800-344-6000
2. **Written Report**
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) (Penal Code 11166, 11168).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	At least two adults must be present in any vehicle transporting students. One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable fingerprint background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries policy, Visitor and Volunteer policies, and Employee Handbook.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and

implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communcaiton. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.

- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school-wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying-related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Instructional Continuity Plan for Site-Based Schools

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Magnolia Public Schools ("MPS" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") states how MPS will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

- "Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.
- "In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.
- "Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.
- "Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online

classroom postings, Zoom, through Google Classroom etc.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification MPS shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction will be closed as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to MPS's Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows:

    - Students will have access to lessons via an online portal, such as Google Classroom.
    - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided printed, weekly packets to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or
    - If an emergency or natural disaster disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county office of education, or charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family.

Communication

MPS's communication platform is ParentSquare and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and MPS employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through Google Classroom;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email, phone calls, ParentSquare messages, or Google Classroom messages;
- The Charter School's website and ParentSquare will:
    - Identify whether instruction is in-person, remote, or hybrid;
    - Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
    - Provide an outlook for when and how normal operations will resume. through the Charter School's ParentSquare, and when in-person instruction will resume.
- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every day.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Teacher-created tests and assessments, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Portfolios, State Standards testing, journals, presentations, quizzes, labs, interim assessments, and final examinations.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: reading difficulty screener (K-2), NWEA Measures of Academic Progress testing, and IXL.

Each student and their parent/guardian will receive confidential results of the above assessments through Google Classroom or Infinite Campus.

Academic Support

Students demonstrating the needs for additional support will be contacted by the school site's Academic Lead, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the
federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Academic Lead or Special Education Coordinator will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at (213) 628-3634.

The Academic Lead will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Director of Special Education at (213) 628-3634.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Academic Lead or EL Coordinator will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of EL and ELA Programs at (213) 628-3634.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless Student Liaison or the Foster Student Liaison at (213) 628-3634 for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

MPS recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Students and families will continue to have access to counseling services to support their mental health and emotional well-being. School psychologists and counselors will be available through virtual platforms, phone calls, and email to provide counseling check-ins, crisis intervention, and resources tailored to individual needs. These services aim to ensure continuity of care and help families navigate any challenges they may face during this period.

Available in the Community:

- CareSolace is available to quickly connect the school community to available mental health providers, substance use treatment, and social services matched to their needs. CareSolace can be reached at:
  - Call 888-515-0595. Multilingual support is available 24/7/365
  - Visit www.caresolace.com/mpsfamilies and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school Magnolia Public Schools will work with our food service providers, following the National School Lunch program distribution meal program guidelines, so that all students are appropriately serviced. This includes but is not limited to curbside pick-up, delivery, or frozen multiple meal packages. Meal service times will be communicated with families via ParentSquare.

Expanded Learning Program

If the expanded learning program is interrupted, the Charter School will provide expanded learning opportunities, virtually. Virtual expanded learning opportunities will include an academic enrichment (homework help, tutoring, etc.) component and an educational enrichment (E-Sports, virtual field trips, STEAM clubs, etc.) component. If the Charter School's expanded learning program is sub-contracted to a third-party vendor, the Charter School will collaborate with the third party vendor to ensure the proper implementation of expanded learning programming that includes an academic enrichment component and educational enrichment component.

PROFESSIONAL LEARNING

Within a ten (10) day window of moving into remote learning, MPS will provide teachers with training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, and supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Multi-Tiered System of Response to Behavior

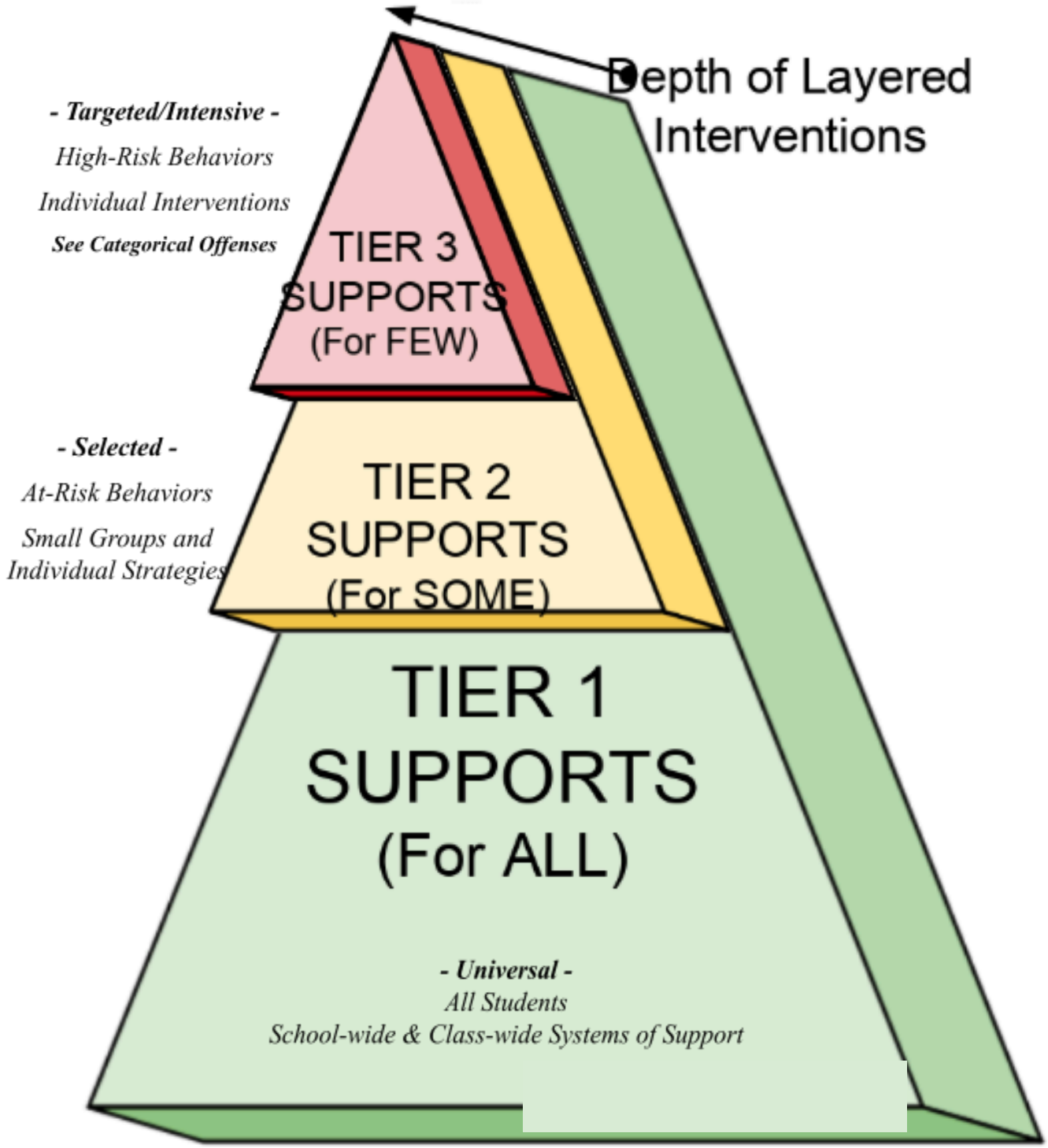
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians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

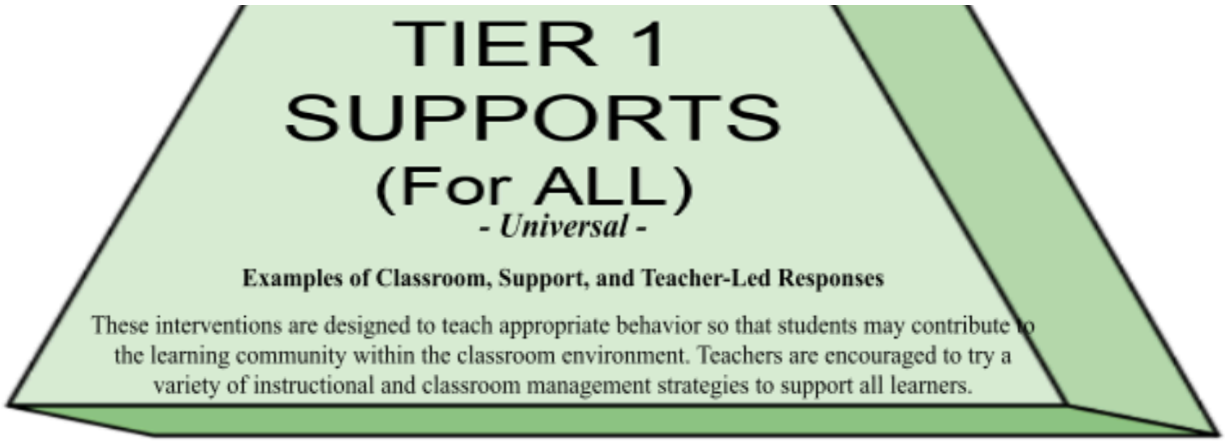
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

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

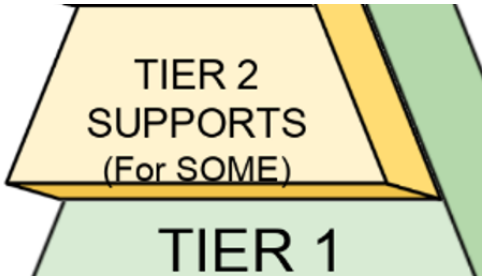
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✔ School-wide PBIS ✔ Social-emotional learning program ✔ Proactive classroom management ✔ Regular, preemptive communication with families ✔ Classroom incentives ✔ Seating, assignment, behavioral accommodations ✔ Conferencing with student(s) and parents ✔ Verbal correction and redirection ✔ Reminders, role-play, daily progress sheet ✔ Loss of classroom privileges ✔ Written and/or verbal reflection



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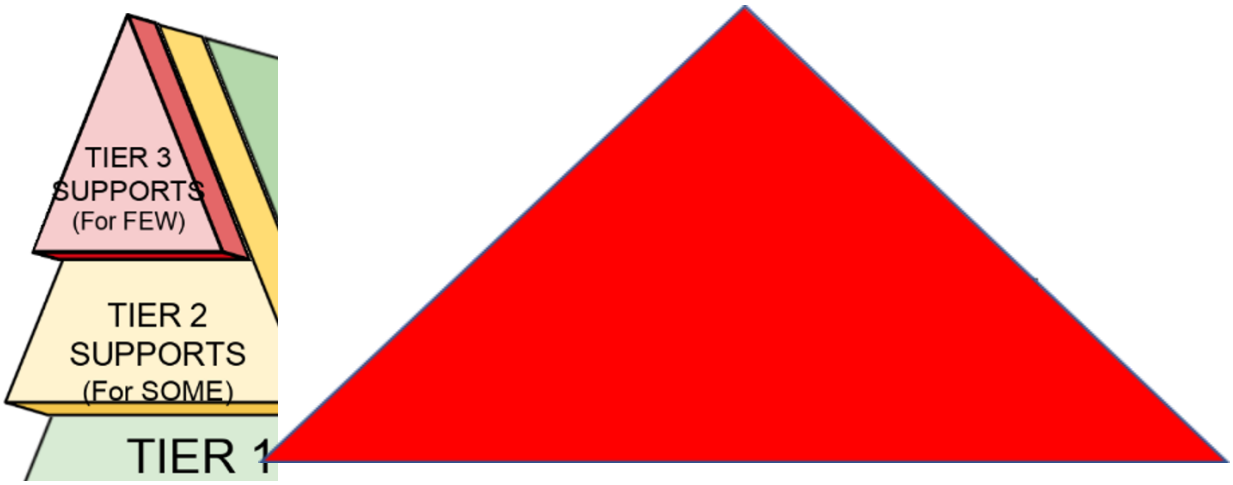
Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	✔ Behavioral contract ✔ Self-monitoring ✔ School-home communication ✔ Adult or peer mentorship ✔ Utilize check-in and check-out system ✔ Intensive academic and/or social support ✔ Reflection (lunch, after school, Saturday, etc.) ✔ Refer student to SSPT ✔ Loss of privileges ✔ Counseling ✔ Temporary removal from class ✔ Extended school day ✔ Suspension and/or expulsion



Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✔ All Tier 1 and Tier 2 interventions ✔ FBA-based behavior intervention plans ✔ Teaching replacement behavior ✔ Home and community supports ✔ Self-management program ✔ Restricted access ✔ In-school reflection and/or suspension ✔ Short-term out-of-school suspension ✔ Extended out-of-school suspension ✔ Request for alternate educational setting ✔ Suspension and/or expulsion

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

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

In School Suspension

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

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

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

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

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

2. **Notice to Parents/Guardians**

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

3. **Suspension Time Limits/Recommendation for Expulsion**

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

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

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. **Suspension Appeals**

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

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

Authority to Expel

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

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

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

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

Students with an IEP

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

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.
E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or winfully defied the valid authority of school personnel (Grades 9-12 only)
- (i) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 onry)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, sefling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to comm.it a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

Sample
Confidential
Memorandum

To: **_____,** Teacher
From: **_____,**Principal
Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Powered by BoardOnTrack

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Public Schools ("MPS") to address sex discrimination, including but not limited to sexual harassment, occurring within MPS's education program or activity.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in MPS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults.

  o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

  o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.

  o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

  o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

  o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or

bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500

Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Gokhan Serce

Chief Academic Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012 Office: (213) 628-3634 | Fax: (714) 362-9588

gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with

the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and

- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up

to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from MPS.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[1]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Reasonable Accommodations to a Lactating Pupil;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

These behaviors should only be ex ercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;

- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.

- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No jean/denim style pants
No Cargo pants/shorts.
Must have a built-in pocket not a sewn-on pocket.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<u>Undergarments</u>

All undergarments, including bras, boxer shorts, etc., should not be visible

<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform,
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

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

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), MPS shall ensure prompt notification to parents/guardians, pupils, teachers, administrators, and school personnel when federal immigration enforcement is confirmed to be present on or immediately adjacent to school grounds.

Definitions

- Immigration enforcement: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- Confirmed presence: Visual sighting by staff, verbal acknowledgment by the agent, presentation of credentials, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on or immediately adjacent to the school site, the site administrator or designee shall, as soon as possible and without unnecessary delay, direct the issuance of notifications to:

- All parents/guardians
- All pupils
- All teachers, administrators, and school personnel

Notifications shall be sent using the school-wide messaging platform of Parent Square. School staff will also receive a notification via email to inform them of the presence.

Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include, at minimum:

- Confirmation that immigration enforcement is occurring on or near campus
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated):

NEARBY ICE ACTIVITY

Release Date: ASAP, timed response
Platform: ParentSquare (**Magnolia Science Academy - 3** Families & Staff)
Subject: Notification of Nearby ICE Activity

Dear Magnolia Families,

We have been made aware of the presence of Federal Immigration and Customs Enforcement (ICE) activity near our school campus.

We understand that this may cause concern for families, and we want to reassure you that the safety and well-being of our students and staff remain our top priority. **At this time, no action is required, and normal school operations are continuing.**

Please remember that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.

Thank you for your continued support and understanding. If you have any questions, don't hesitate to call the main office.

Sincerely,

Principal Name
Name of School

ICE ON CAMPUS

Release Date: ASAP, timed response
Platform: ParentSquare (**Magnolia Science Academy - 3** Families & Staff)
Subject: Urgent: ICE on Campus

Dear Magnolia Families,

We're writing to let you know that Federal Immigration and Customs Enforcement (ICE) personnel are currently on our campus.

We are actively monitoring the situation and following all established protocols to protect our students and staff. **Please note that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.**

We will continue to provide updates. If you have concerns, contact the front office.

Sincerely,

Principal Name
Name of School

Follow-Up Notification

As soon as immigration enforcement efforts have ceased or the agents have departed the campus or immediate area, an “all-clear” notification shall be sent using the same methods.

FOLLOW-UP NOTIFICATION

Release Date: ASAP, timed response
Platform: ParentSquare (**Magnolia Science Academy - 3** Families & Staff)
Subject: Urgent: All Clear

Dear Magnolia Families,

We are writing to inform you that ICE activity in the area has concluded.

All students and staff are safe, and regular campus operations have resumed. Thank you for your patience and trust as we worked to ensure the safety of our school community.

Sincerely,

Principal Name
Name of School

MPS School Sponsored Field Trips & Cultural Excursions Policy

The Board of Directors of Magnolia Public Schools ("MPS" or the "Charter School") recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill MPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate lifelong learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out appropriately to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Definition

- A "field trip or cultural excursion" involves students leaving MPS grounds to participate in school-sponsored educational opportunities in connection with MPS's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co curricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The principal shall have the authority to approve all in and out of state day and overnight field trips and excursions with consultation of the MPS Academic and Finance Teams. Requests for out of country travel shall be brought before the Board of Directors for approval. The principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The principal will ensure that the following items will be adhered to for all MPS field trips and excursions:

1. The proposed field trip or cultural excursion relates to MPS's educational objectives.
2. The correct ratio of adults to students is met for supervision of the activity.
3. A means of transportation to and from the activity is provided.
4. Adequate restroom facilities, food and water will be available during the activity.

The principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons who are not employees of Magnolia Public Schools making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field

trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student.
2. Any medications the student is required to take with the time and dosage required.
3. Any medications the student is allergic to.
4. Any other medical information necessary to ensure the student's safety.
5. Waiver as described above.

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

The Charter School will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all MPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from their student injuries on campus or while participating in a Charter School sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the principal.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, responsibilities of the parent volunteers, and language or behavior requirements of all attendees.

To ensure student safety, any non-employee chaperones supervising students on a field trip must be a Certified Volunteer (C-Volunteer). All prospective chaperones must review the Magnolia Public Schools Volunteer, Visitation, Shadowing, and Removal Policy, complete the C-Volunteer Application Form, and agree to the Volunteer Commitment and Procedures. These forms must be submitted to the school office for processing. The office will provide confirmation once the volunteer clearance is approved. Only individuals who have completed this process and received clearance may serve as chaperones on any school field trips.

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All persons who are not employees of Magnolia Public Schools taking in-state or out-of state field trips or excursions and all parents or guardians of pupils taking in-state or out of-state field trips or excursions are required to sign a statement waiving all claims against MPS, its employees, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If vans are used, the vans cannot be manufactured to carry more than ten (10) occupants (including the driver). Simply removing seats or not

filling the occupancy does not meet the legal requirements. In addition, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

5. The minimum age requirement to transport passengers is twenty-five years old.

Each of these items will be provided to the principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed.

5. Maps and directions from the teacher should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake
- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: erizzuto@magnoliapublicschools.org; (310) 637 - 3806. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other

important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate the outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway, and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching, and support staff may also be part of the team but may act only when assigned specific duties by the Principal or designee.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress-positive actions were taken by the school.

- Announce new changes made after the incident has passed.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Safe School Plan Quick Reference Guide

Magnolia Science Academy - 3
MAGNOLIA PUBLIC SCHOOLS

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Carson, CA 90746
(310) 637-3806
erizzuto@magnoliapublicschools.org

School Safety Plan Definitions for School

Emergency Teams:

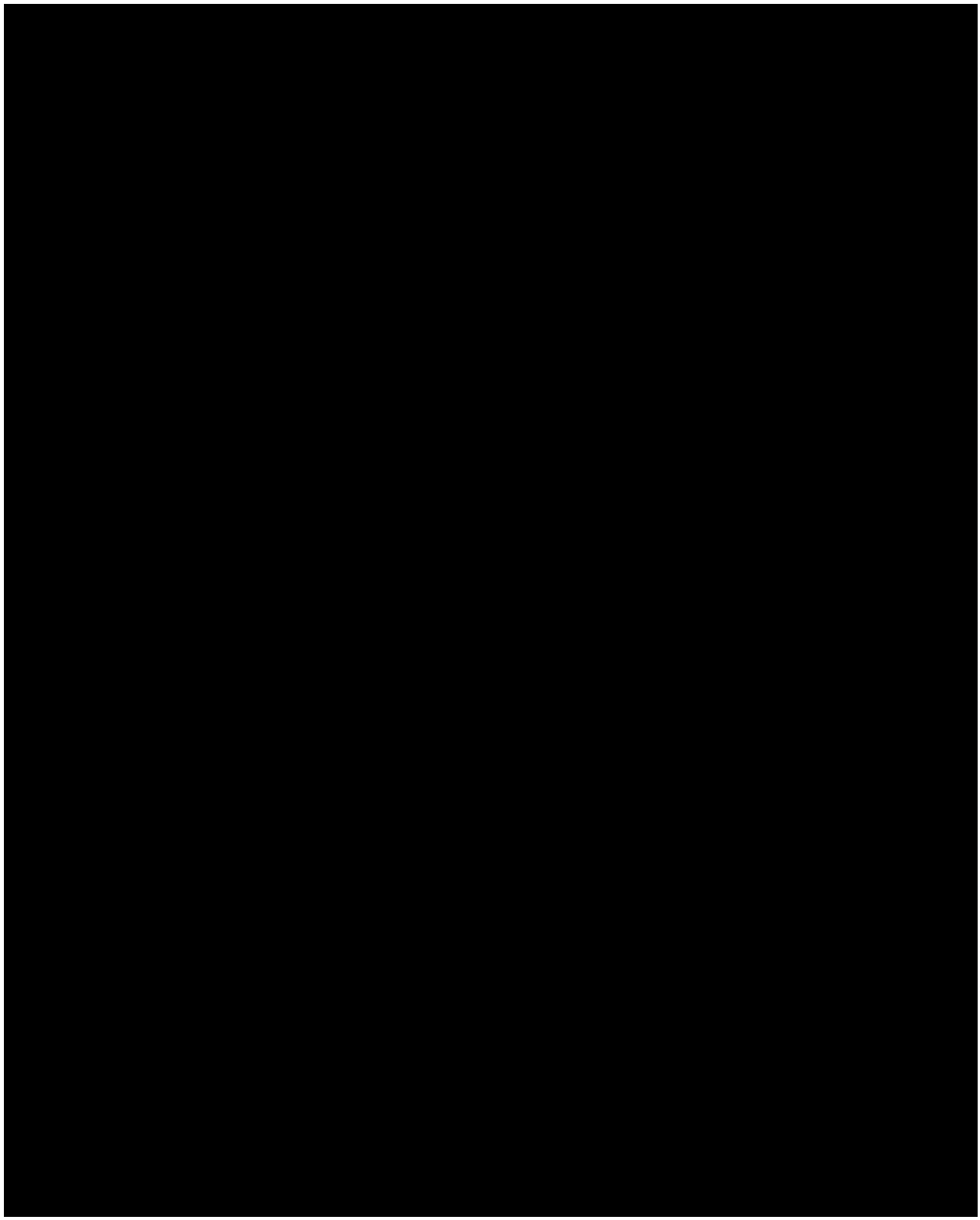
School Emergency Contacts Chart

School Incident Command System and Emergency Teams

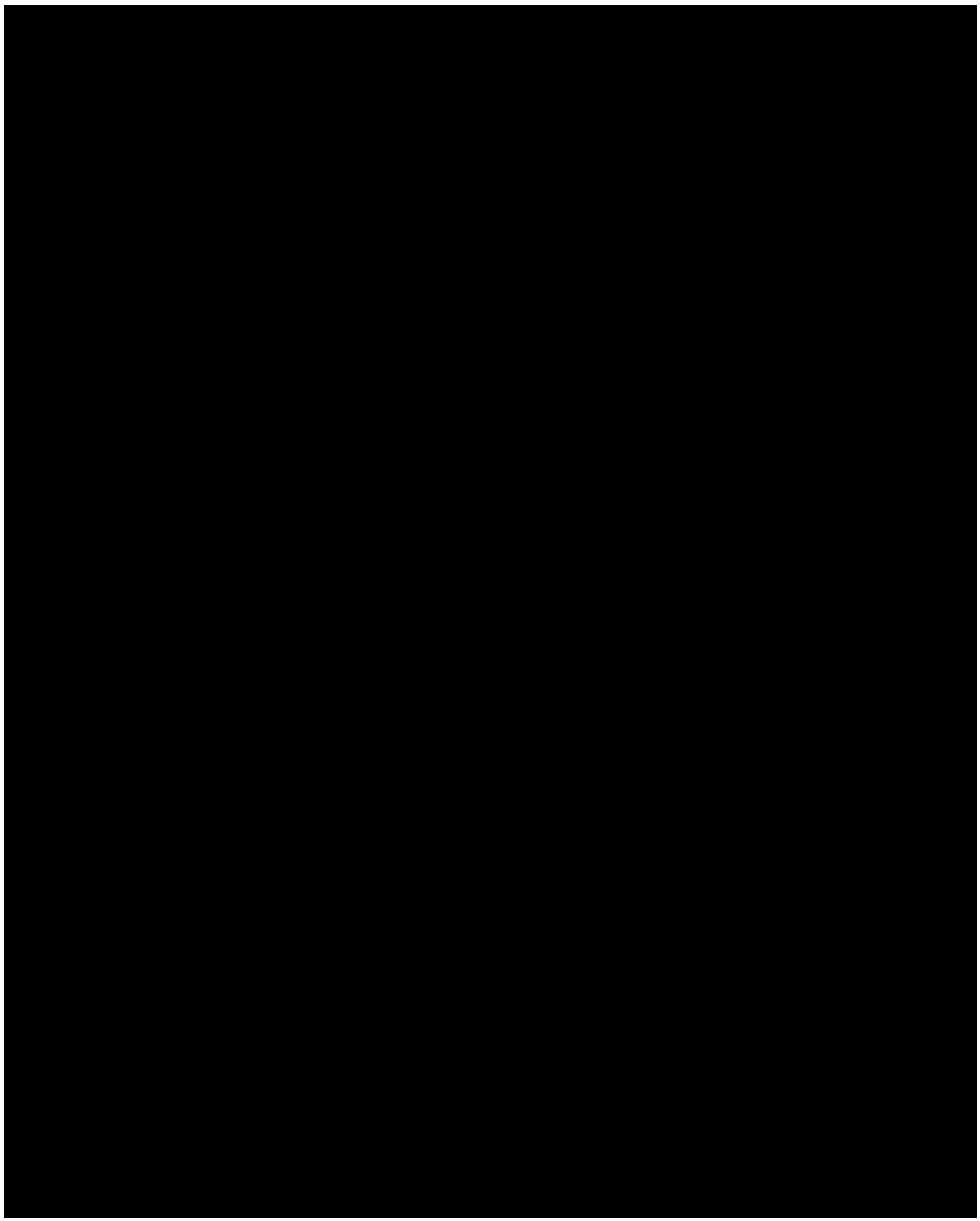
TITLE/ROLE	NAME

TITLE/ROLE	NAME
[redacted]	

School Site Specific Considerations



Crisis Response Team Chart



Additional Contacts

School Safety Plan
Magnolia Science Academy 4
MAGNOLIA PUBLIC SCHOOLS

Jacob Theis, Principal
11330 Graham Place
Los Angeles, CA 90064
(310) 473-2464

A meeting for public input was held on January 30, 2026

Plan Revised January 30, 2026

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 12, 2026

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy 4
School Safety Plan
2025-2026

MSA 4 Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]		

Name	Title	Contact Email
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Griselda Godoy	Parent	
John Authier	Teacher	Available via ParentSquare
Flor Hernandez	Teacher	Available via ParentSquare
Andres Vargas	Student	Available via ParentSquare

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe and nurtured. Proactive efforts foster a positive and inclusive environment that empowers students to grow academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

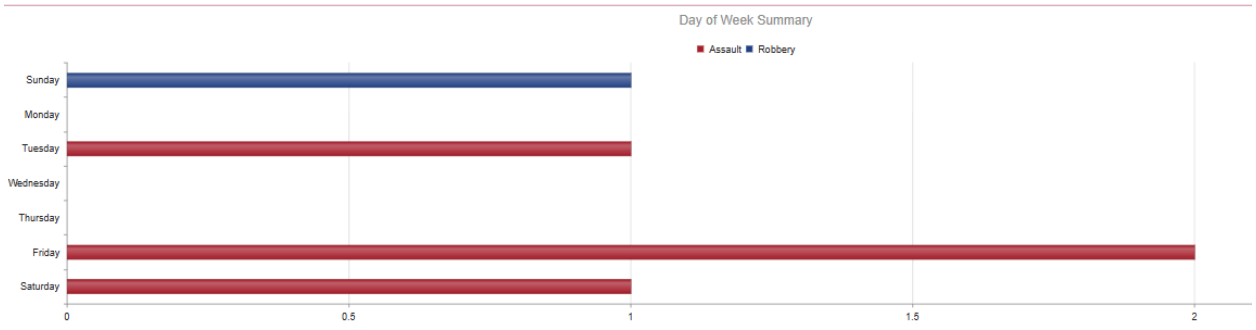
Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 90064 from 5/2025 to 12/2025:

Type	Number
Total Crimes during time period	5
Top #1 Assault (Non Aggressive)	3
#2 Robbery	1
#3 Assault (Aggravated)	1



This data is represented by the following graphic pulled from source website:
https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbmc9NTUjcGw9NjY3MDg0I2xicz0xNDo0MTMxMjkwI2xuPUVhZ2xlTG9jYXRvcg==

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on 1/30/2026 The following data was reviewed:

	2023-24	2024-25	2025-26	Currently as of 1/30/2026
Suspension Data Out-of-School	3	10	1	5
Suspension Data In-School	0	0	0	0
Expulsion Data	0	0	0	0
Office Discipline Referrals ODRs	7	53	40	19
Average Daily Attendance (ADA) Rate	95.6%	89.2%	91.4%	90.1%
Chronic Absenteeism Rate	35%	46.5%	27%	19%
Graduation Rate	96.3%	96%	93.8%	N/A

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- Parent Advisory Committee
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

- ## Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Physical Environment

Goal(s): We will keep our outdoor areas clean and compliant with outlined standards from our contracted vendor and authorizers.

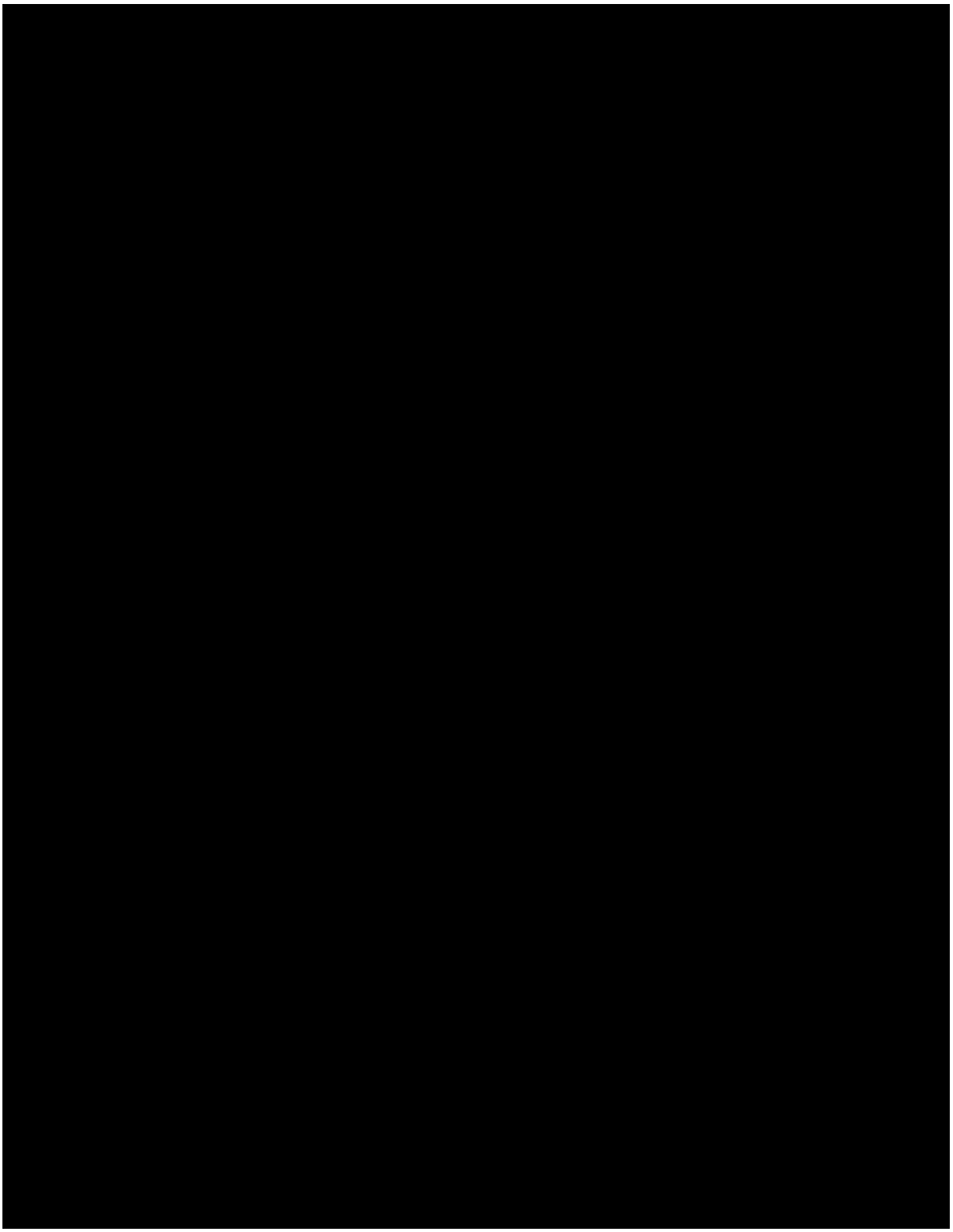
- Objective: Compliance
- Related Activities: Clean up, checking standards
- Resources needed: Plant Manager and team assistance, Fresh Start Team assistance, cleaning materials, schedule
- Person(s) responsible for implementation: Administration, Plant management
- Budget: Refer to annual school budget
- Evaluation guidelines: Meet compliance standards

Component 3: School's Social Climate

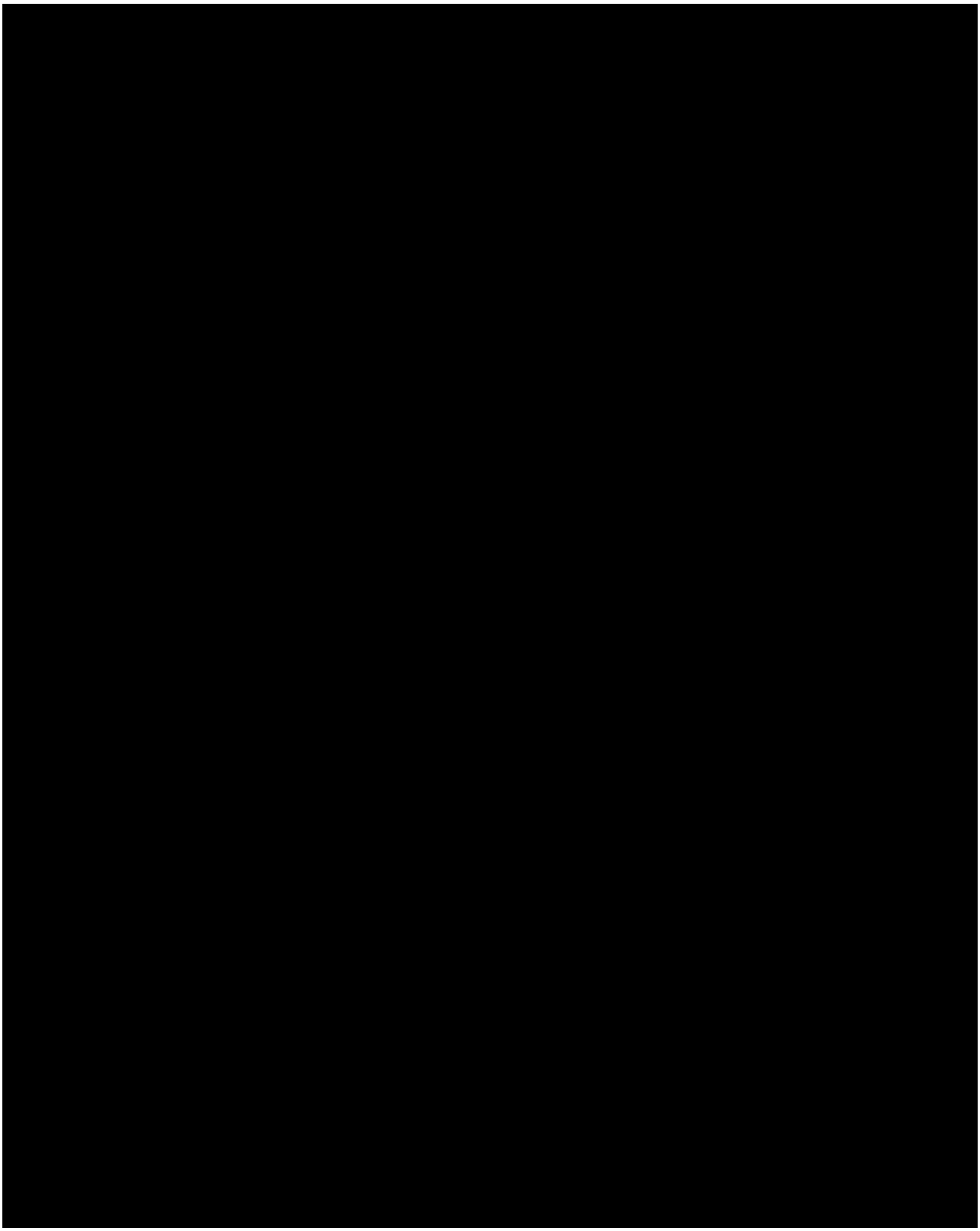
Goal(s): MSA 4 will create an emergency drill protocol that includes materials/staff response and train staff with this in order to run drills in compliance with established procedures and guidelines.

- Objective: To ensure students and staff are ready to respond properly in case of emergencies.
- ● Related Activities: Creating an emergency drill calendar and implementing it. Standardizing safety item layouts in classroom spaces.
- ● Resources needed: School Safety Plan, Safety items for classrooms, drill calendar, drill evaluation form.
- ● Person(s) responsible for implementation: Designated administrator and school staff
- ● Budget: Refer to schools' annual budget
- ● Evaluation guidelines: Emergency drill evaluation forms.

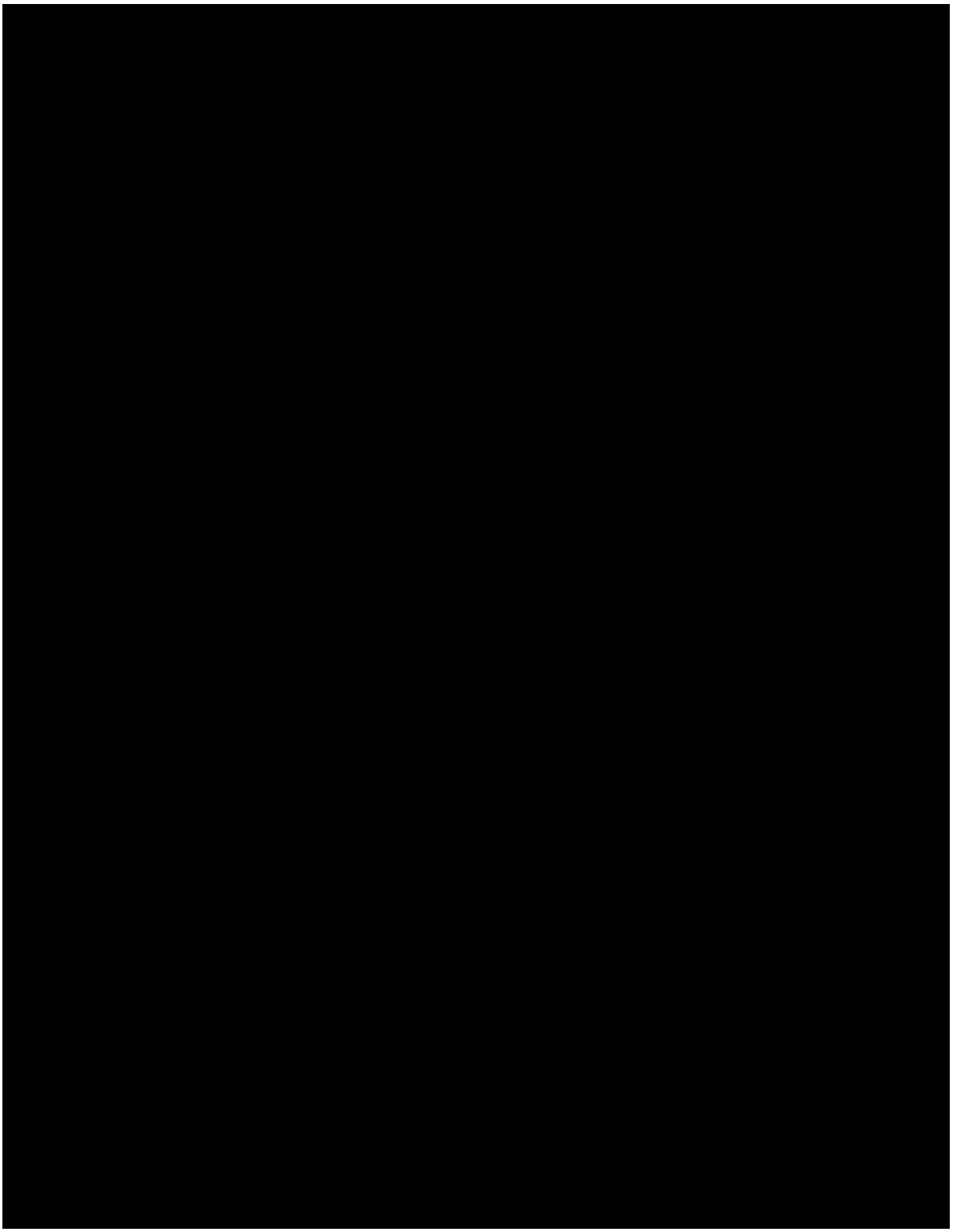
School Maps



Emergency Map



Emergency Drills



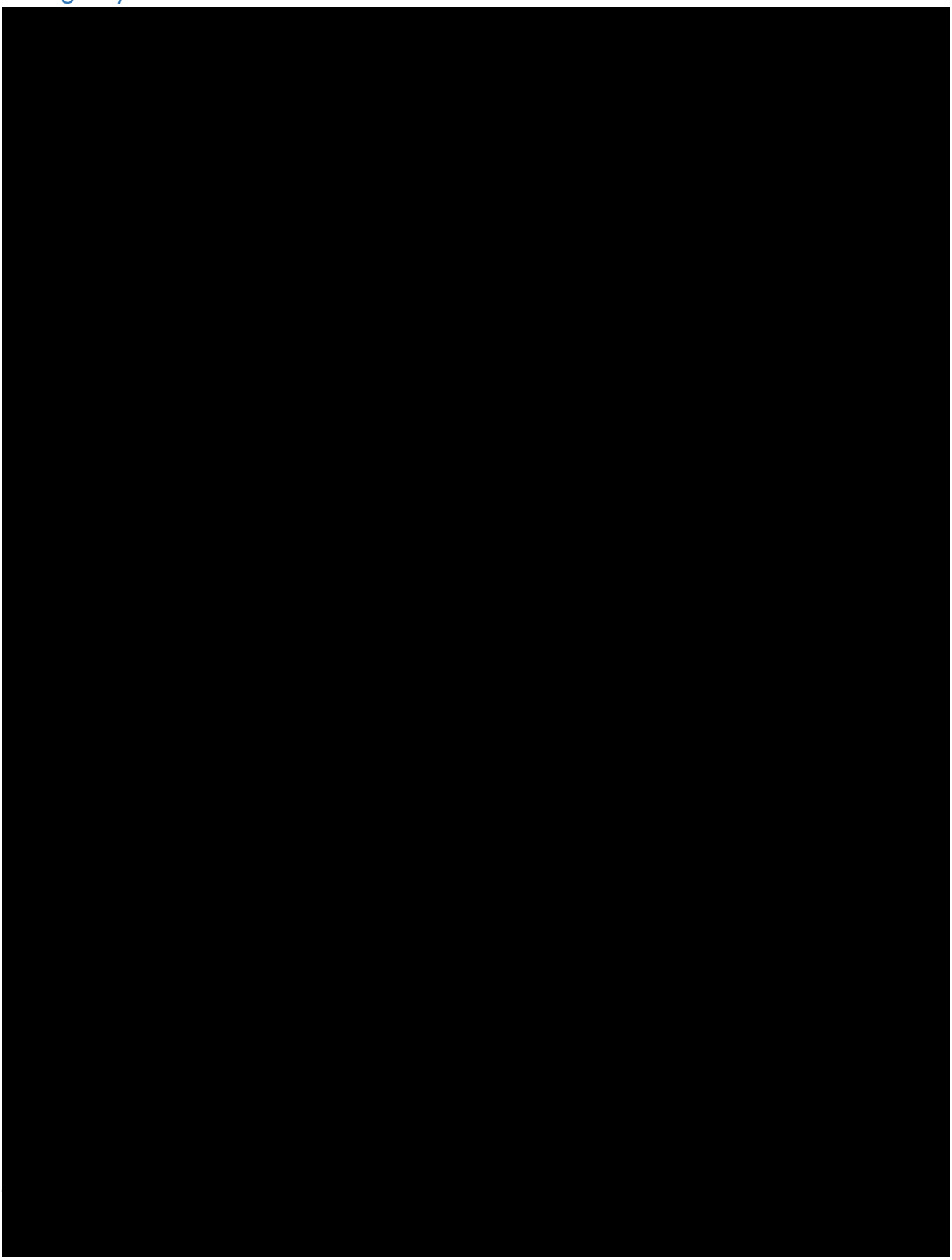
Emergency Drill Evaluation

MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar



PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc., will also be noted on a list kept at the school.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (Penal Code 11166).

Reporting Procedures

1. **Initial Telephone Report**
   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department (Penal Code 11165.9, 11166).

   - Los Angeles County 800-540-4000 or https://reportChildAbuseLA.org
   - Orange County 714-940-1000 or 800-207-4464 and Forms | County of Orange Social Services Agency
   - San Diego County 858-560-2191 or 800-344-6000
2. **Written Report**
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) (Penal Code 11166, 11168).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	At least two adults must be present in any vehicle transporting students. One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable fingerprint background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries policy, Visitor and Volunteer policies, and Employee Handbook.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We

uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communcaiton. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will

consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.

- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and

web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school-wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying-related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and

students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Instructional Continuity Plan for Site-Based Schools

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Magnolia Public Schools ("MPS" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") states how MPS will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

- "Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.
- "In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.
- "Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.

- "Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, Zoom, through Google Classroom etc.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification MPS shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction will be closed as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to MPS's Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows:

    - Students will have access to lessons via an online portal, such as Google Classroom.
    - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided printed, weekly packets to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or
    - If an emergency or natural disaster disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county

office of education, or charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family.

Communication

MPS's communication platform is ParentSquare and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and MPS employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through Google Classroom;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email, phone calls, ParentSquare messages, or Google Classroom messages;
- The Charter School's website and ParentSquare will:
  - Identify whether instruction is in-person, remote, or hybrid;
  - Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
  - Provide an outlook for when and how normal operations will resume. through the Charter School's ParentSquare, and when in-person instruction will resume.
- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every day.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Teacher-created tests and assessments, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Portfolios, State Standards testing, journals, presentations, quizzes, labs, interim assessments, and final examinations.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: reading difficulty screener (K-2), NWEA Measures of Academic Progress testing, and IXL.

Each student and their parent/guardian will receive confidential results of the above assessments through Google Classroom or Infinite Campus.

Academic Support

Students demonstrating the needs for additional support will be contacted by the school site's Academic Lead, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the
federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Academic Lead or Special Education Coordinator will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at (213) 628-3634.

The Academic Lead will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Director of Special Education at (213) 628-3634.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Academic Lead or EL Coordinator will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of EL and ELA Programs at (213) 628-3634.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless Student Liaison or the Foster Student Liaison at (213) 628-3634 for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

MPS recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Students and families will continue to have access to counseling services to support their mental health and emotional well-being. School psychologists and counselors will be available through virtual platforms, phone calls, and email to provide counseling check-ins, crisis intervention, and resources tailored to individual needs. These services aim to ensure continuity of care and help families navigate any challenges they may face during this period.

Available in the Community:

- CareSolace is available to quickly connect the school community to available mental health providers, substance use treatment, and social services matched to their needs. CareSolace can be reached at:
  - Call 888-515-0595. Multilingual support is available 24/7/365
  - Visit www.caresolace.com/mpsfamilies and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school Magnolia Public Schools will work with our food service providers, following the National School Lunch program distribution meal program guidelines, so that all students are appropriately serviced. This includes but is not limited to curbside pick-up, delivery, or frozen multiple meal packages. Meal service times will be communicated with families via ParentSquare.

Expanded Learning Program

If the expanded learning program is interrupted, the Charter School will provide expanded learning opportunities, virtually. Virtual expanded learning opportunities will include an academic enrichment (homework help, tutoring, etc.) component and an educational enrichment (E-Sports, virtual field trips, STEAM clubs, etc.) component. If the Charter School's expanded learning program is sub-contracted to a third-party vendor, the Charter School will collaborate with the third party vendor to ensure the proper implementation of expanded learning programming that includes an academic enrichment component and educational enrichment component.

PROFESSIONAL LEARNING

Within a ten (10) day window of moving into remote learning, MPS will provide teachers with training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, and supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards

- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Multi-Tiered System of Response to Behavior

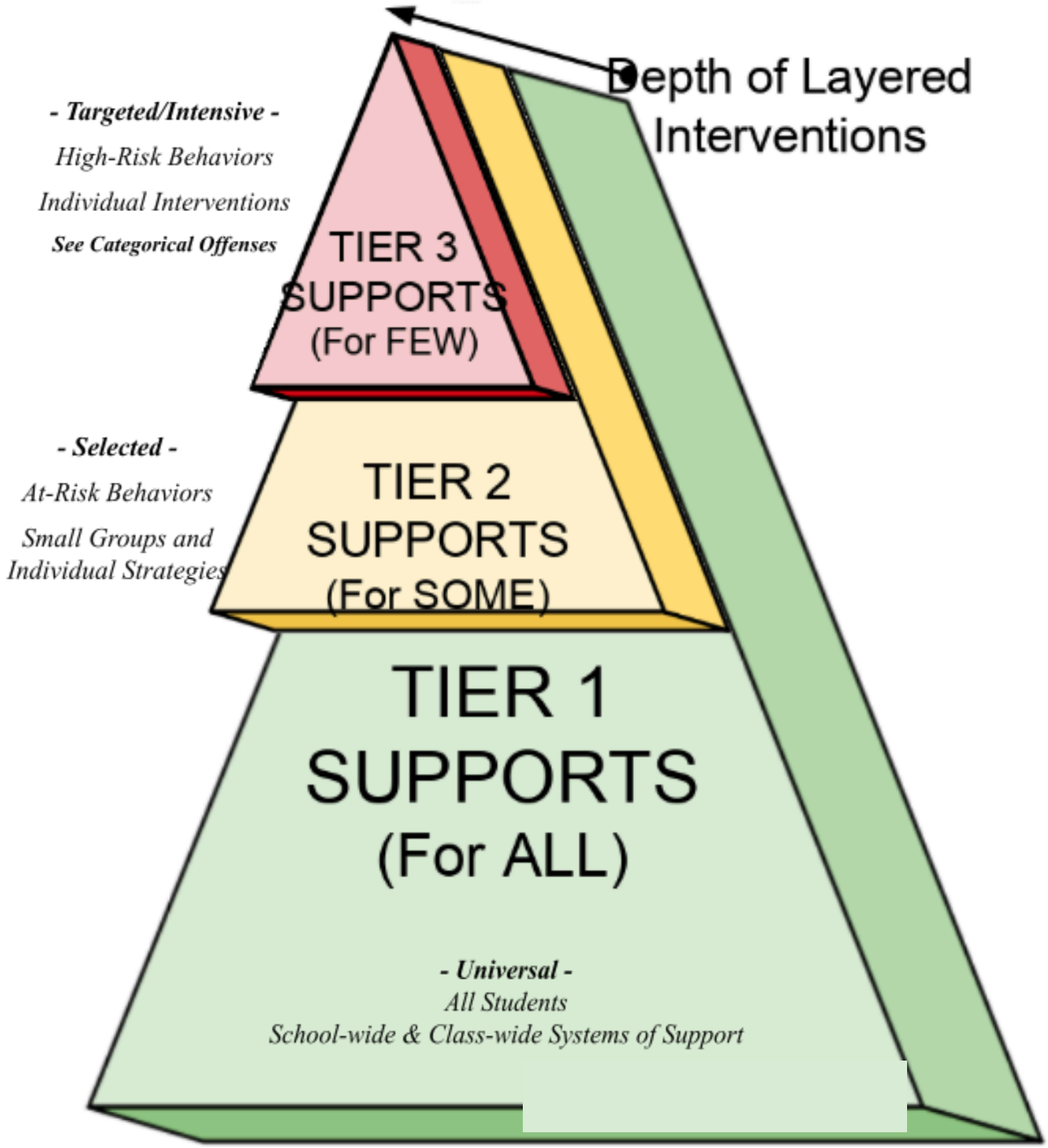
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians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

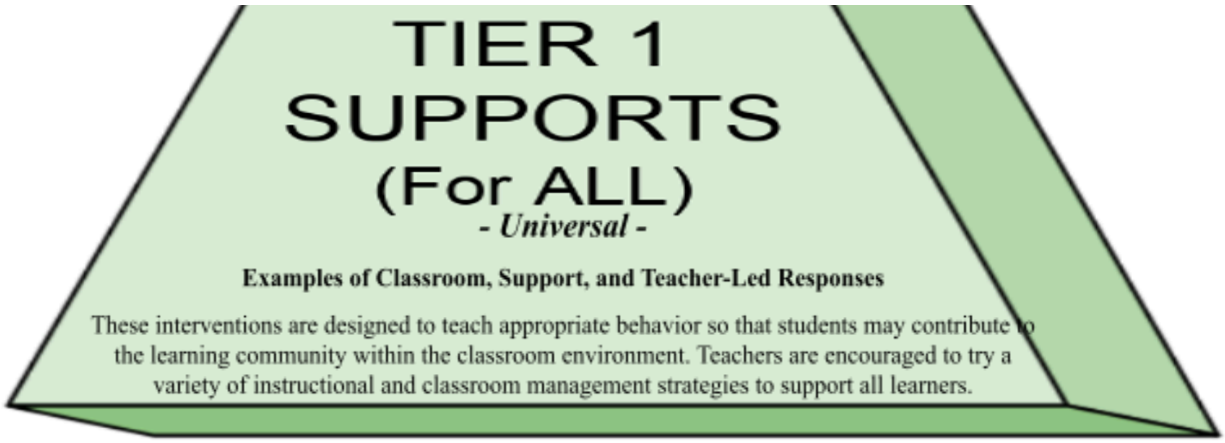
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

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

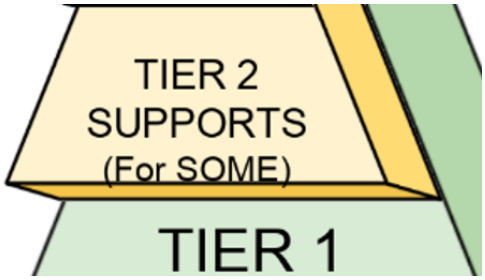
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✔ School-wide PBIS ✔ Social-emotional learning program ✔ Proactive classroom management ✔ Regular, preemptive communication with families ✔ Classroom incentives ✔ Seating, assignment, behavioral accommodations ✔ Conferencing with student(s) and parents ✔ Verbal correction and redirection ✔ Reminders, role-play, daily progress sheet ✔ Loss of classroom privileges ✔ Written and/or verbal reflection



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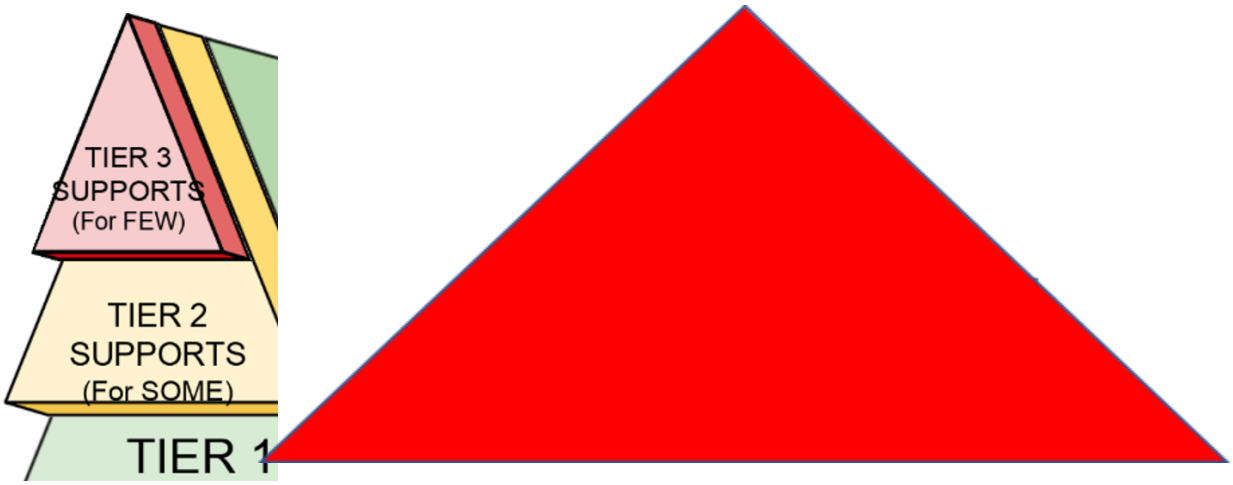
Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	✔ Behavioral contract ✔ Self-monitoring ✔ School-home communication ✔ Adult or peer mentorship ✔ Utilize check-in and check-out system ✔ Intensive academic and/or social support ✔ Reflection (lunch, after school, Saturday, etc.) ✔ Refer student to SSPT ✔ Loss of privileges ✔ Counseling ✔ Temporary removal from class ✔ Extended school day ✔ Suspension and/or expulsion



Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✔ All Tier 1 and Tier 2 interventions ✔ FBA-based behavior intervention plans ✔ Teaching replacement behavior ✔ Home and community supports ✔ Self-management program ✔ Restricted access ✔ In-school reflection and/or suspension ✔ Short-term out-of-school suspension ✔ Extended out-of-school suspension ✔ Request for alternate educational setting ✔ Suspension and/or expulsion

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

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

In School Suspension

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

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

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

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

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

2. **Notice to Parents/Guardians**

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

3. **Suspension Time Limits/Recommendation for Expulsion**

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

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

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. **Suspension Appeals**

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

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

Authority to Expel

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

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

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

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

Students with an IEP

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

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.
E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or winfully defied the valid authority of school personnel (Grades 9-12 only)
- (i) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 onry)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, sefling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to comm.it a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

Sample
Confidential
Memorandum

To: **_____,** Teacher
From: **_____,**Principal
Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Public Schools ("MPS") to address sex discrimination, including but not limited to sexual harassment, occurring within MPS's education program or activity.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in MPS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults.

  o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

  o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.

  o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

  o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

  o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or

bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500

Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Gokhan Serce

Chief Academic Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012 Office: (213) 628-3634 | Fax: (714) 362-9588

gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with

the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and

- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up

to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from MPS.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[1]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Powered by BoardOnTrack

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
   - Accommodations for Pregnant and Parenting Pupils;
   - Adult Education;
   - After School Education and Safety;
   - Career Technical Education;
   - Career Technical and Technical Training;
   - Child Care and Development;
   - Compensatory Education;
   - Consolidated Application;
   - Course Periods without Educational Content;
   - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
   - Every Student Succeeds Act;
   - Local Control & Accountability Plans (LCAP)/LCFF;
   - Migrant Education;
   - Physical Education Instructional Minutes;
   - Pupil Fees;
   - Reasonable Accommodations to a Lactating Pupil;
   - Regional Occupational Centers and Programs;
   - School Plans for School Achievement;
   - School Safety Plans;
   - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
   a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

These behaviors should only be ex ercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;

- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.

- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No jean/denim style pants
No Cargo pants/shorts.
Must have a built-in pocket not a sewn-on pocket.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<u>Undergarments</u>

All undergarments, including bras, boxer shorts, etc., should not be visible

<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform,
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

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

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), MPS shall ensure prompt notification to parents/guardians, pupils, teachers, administrators, and school personnel when federal immigration enforcement is confirmed to be present on or immediately adjacent to school grounds.

Definitions

- Immigration enforcement: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- Confirmed presence: Visual sighting by staff, verbal acknowledgment by the agent, presentation of credentials, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on or immediately adjacent to the school site, the site administrator or designee shall, as soon as possible and without unnecessary delay, direct the issuance of notifications to:

- All parents/guardians
- All pupils
- All teachers, administrators, and school personnel

Notifications shall be sent using the school-wide messaging platform of Parent Square. School staff will also receive a notification via email to inform them of the presence.

Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include, at minimum:

- Confirmation that immigration enforcement is occurring on or near campus
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated):

NEARBY ICE ACTIVITY

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA 4** Families & Staff)
Subject: Notification of Nearby ICE Activity

Dear Magnolia Families,

We have been made aware of the presence of Federal Immigration and Customs Enforcement (ICE) activity near our school campus.

We understand that this may cause concern for families, and we want to reassure you that the safety and well-being of our students and staff remain our top priority. **At this time, no action is required, and normal school operations are continuing.**

Please remember that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.

Thank you for your continued support and understanding. If you have any questions, don't hesitate to call the main office.

Sincerely,

Principal Name
Name of School

ICE ON CAMPUS

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA 4** Families & Staff)
Subject: Urgent: ICE on Campus

Dear Magnolia Families,

We're writing to let you know that Federal Immigration and Customs Enforcement (ICE) personnel are currently on our campus.

We are actively monitoring the situation and following all established protocols to protect our students and staff. **Please note that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.**

We will continue to provide updates. If you have concerns, contact the front office.

Sincerely,

Principal Name
Name of School

FOLLOW-UP NOTIFICATION

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA 4** Families & Staff)
Subject: Urgent: All Clear

Dear Magnolia Families,

We are writing to inform you that ICE activity in the area has concluded.

All students and staff are safe, and regular campus operations have resumed. Thank you for your patience and trust as we worked to ensure the safety of our school community.

Sincerely,

Principal Name
Name of School

MPS School Sponsored Field Trips & Cultural Excursions Policy

The Board of Directors of Magnolia Public Schools ("MPS" or the "Charter School") recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill MPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate lifelong learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out appropriately to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Definition

- A "field trip or cultural excursion" involves students leaving MPS grounds to participate in school-sponsored educational opportunities in connection with MPS's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co curricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The principal shall have the authority to approve all in and out of state day and overnight field trips and excursions with consultation of the MPS Academic and Finance Teams. Requests for out of country travel shall be brought before the Board of Directors for approval. The principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The principal will ensure that the following items will be adhered to for all MPS field trips and excursions:

1. The proposed field trip or cultural excursion relates to MPS's educational objectives.
2. The correct ratio of adults to students is met for supervision of the activity.
3. A means of transportation to and from the activity is provided.
4. Adequate restroom facilities, food and water will be available during the activity.

The principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons who are not employees of Magnolia Public Schools making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student.
2. Any medications the student is required to take with the time and dosage required.
3. Any medications the student is allergic to.
4. Any other medical information necessary to ensure the student's safety.

5. Waiver as described above.

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

The Charter School will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all MPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from their student injuries on campus or while participating in a Charter School sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the principal.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, responsibilities of the parent volunteers, and language or behavior requirements of all attendees.

To ensure student safety, any non-employee chaperones supervising students on a field trip must be a Certified Volunteer (C-Volunteer). All prospective chaperones must review the Magnolia Public Schools Volunteer, Visitation, Shadowing, and Removal Policy, complete the C-Volunteer Application Form, and agree to the Volunteer Commitment and Procedures. These forms must be submitted to the school office for processing. The office will provide confirmation once the volunteer clearance is approved. Only individuals who have completed this process and received clearance may serve as chaperones on any school field trips.

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All persons who are not employees of Magnolia Public Schools taking in-state or out-of state field trips or excursions and all parents or guardians of pupils taking in-state or out of-state field trips or excursions are required to sign a statement waiving all claims against MPS, its employees, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If vans are used, the vans cannot be manufactured to carry more than ten (10) occupants (including the driver). Simply removing seats or not filling the occupancy does not meet the legal requirements. In addition, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

5. The minimum age requirement to transport passengers is twenty-five years old.

Each of these items will be provided to the principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed.

5. Maps and directions from the teacher should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.

3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.

- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.
- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure

This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.
- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.

- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.

- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
    - Nature of threat on the phone line
    - School name
    - Phone number of the line receiving the threat
    - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and

both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.

- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:

- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:

- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: jtheis@magnoliapublicschools.org; (310) 473 - 2464. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate the outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway, and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching, and support staff may also be part of the team but may act only when assigned specific duties by the Principal or designee.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress-positive actions were taken by the school.
- Announce new changes made after the incident has passed.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages

- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

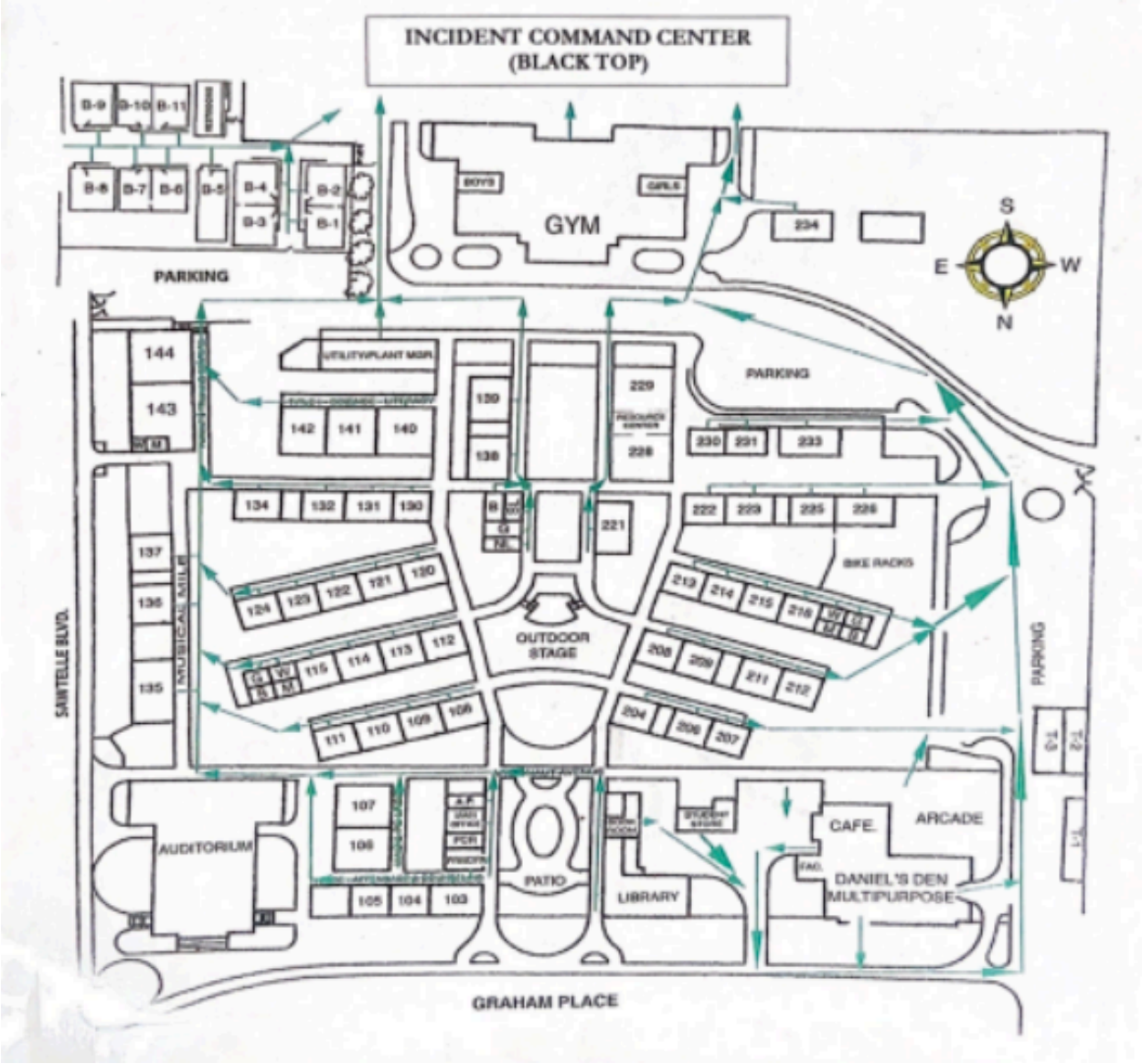
Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents



Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Safe School Plan Quick Reference Guide

Magnolia Science Academy 4
MAGNOLIA PUBLIC SCHOOLS

Jacob Theis, Principal
11330 Graham Place
Los Angeles, CA 90064
(310) 473-2464
jtheis@magnoliapublicschools.org

School Safety Plan Definitions for School

- [redacted]

Emergency Teams:

- [redacted]

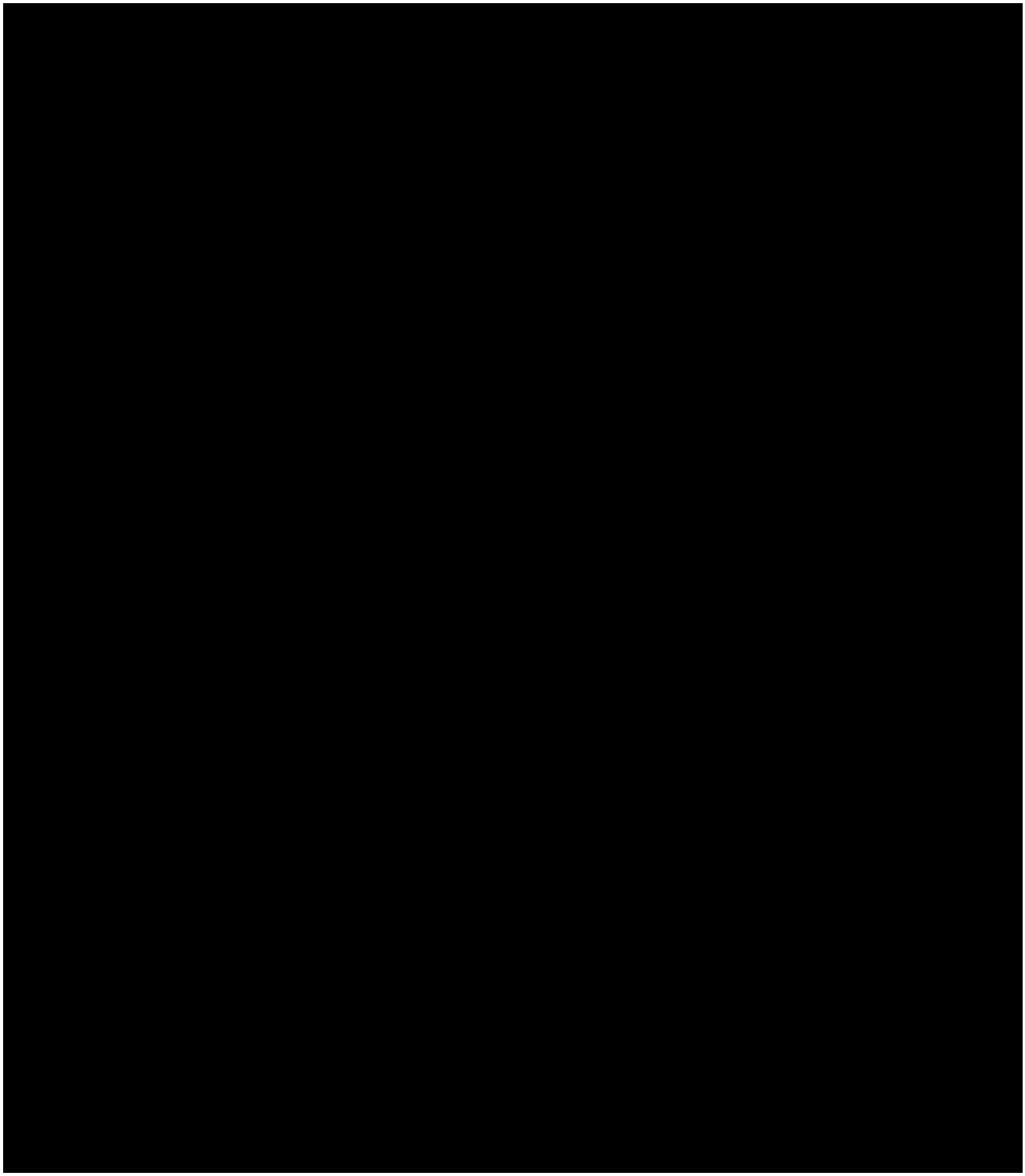
School Emergency Contacts Chart

[redacted]

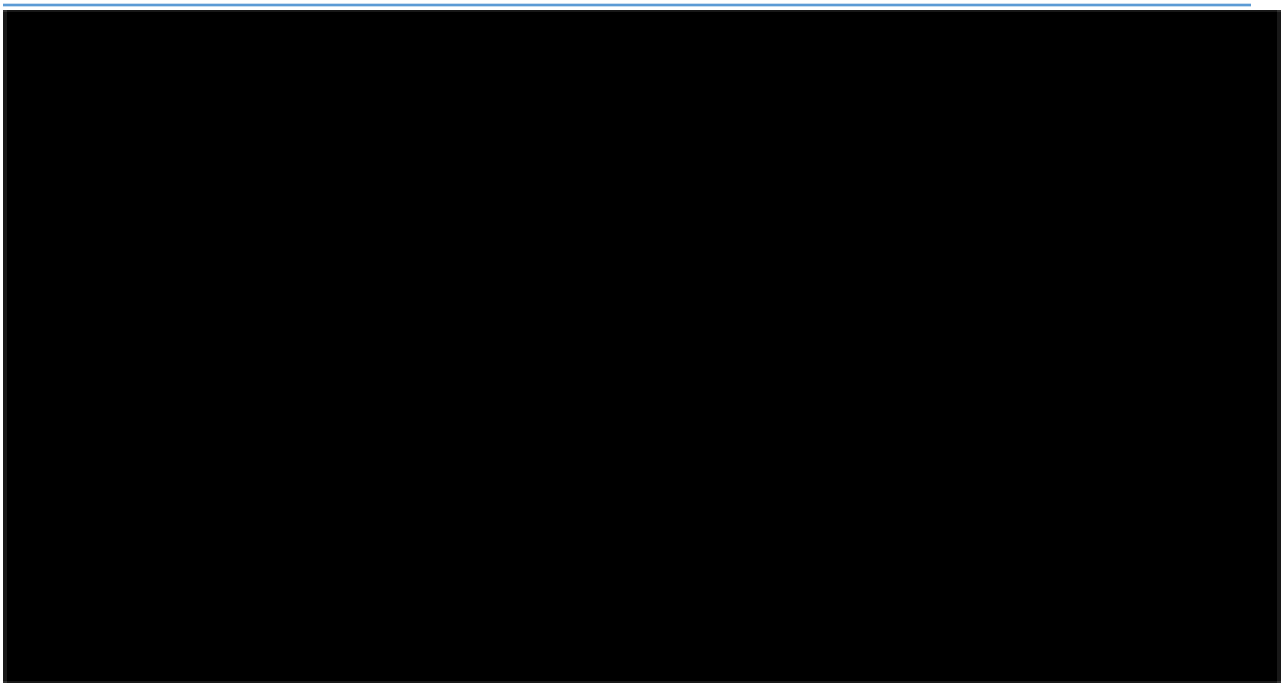
School Incident Command System and Emergency Teams

TITLE/ROLE	NAME

120



School Site Specific Considerations



Crisis Response Team Chart

POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	ALTERNATE
[redacted]			

Additional Contacts

School Safety Plan
Magnolia Science Academy 5
MAGNOLIA PUBLIC SCHOOLS

Ali Kaplan, Principal
18238 Sherman Way,
Reseda, CA 91335
(818) 705-5676
akaplan@magnoliapublicschools.org

A meeting for public input was held on Jan 23, 2026

Plan Revised January 23, 2026

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 12, 2026

This document is available for public inspection during regular business hours at 8 am - 4:30pm.

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy-5
School Safety Plan
2026-2027

The undersigned members of the MSA 5 Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]		
Name	**Title**	**Contact Email**
Ali Kaplan	Principal	akaplan@magnoliapublicschools.org
Vanessa Ornelas	Dean of Students	vaornelas@magnoliapublicschools.org
Kemal Fazla	Assistant Principal	kfazla@magnoliapublicschools.org
Fatima Castro	Classified -	fcastro@magnoliapublicschools.org
Maria Hernandez	Parent	[redacted]
Gasia Chaparro	Parent	
Hidolina Ramirez	Parent	
Adriana Rodriguez	Parent	
Martha Olivas	Parent	
Nury Alvarado	Parent	
Nourhan Tarek	Teacher	ntarek@magnoliapublicschools.org
Indira Hopovoc	Teacher	lhopovoc@magnoliapublicschools.org
Michelle Renteria	Student	[redacted]

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are

tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

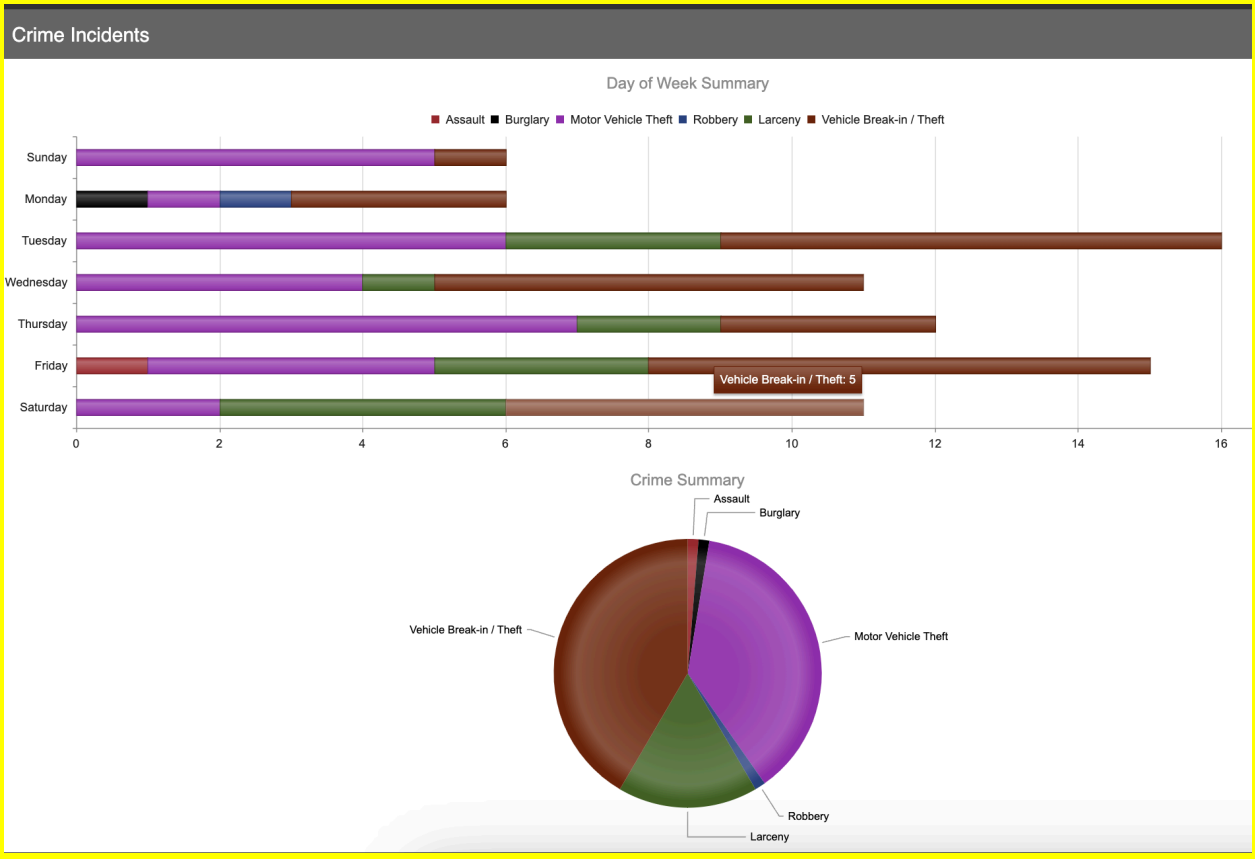
Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 91335 from 7/2025 to 12/2025:
***Crime Data will be revised at a later time. Issue with Crime Data website.**

Type	Number
Total Crimes during time period	
Top #1	
#2	
#3	



This data is represented by the following graphic pulled from source website:
https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbmc9NTUjcGw9NjY3MDg0I2xicz0xNDo0MTMxMjkwI2xuPUVhZ2xlTG9jYXRvcg==

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on 1/22/2026 The following data was reviewed:

	2023-24	2024-25	2025-26	Currently as of 1/22/2026
Suspension Data Out-of-School	4	4	1	1
Suspension Data In-School	0	1	1	1
Expulsion Data	0	0	0	0
Office Discipline Referrals ODRs	N/A	51	35	35
Average Daily Attendance (ADA) Rate	91.93%	92% (199.83)	96.10%	96.10%
Chronic Absenteeism Rate	30%	26%	19.1%	19.1%
Graduation Rate	100%	100%	100%	100%

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- Parent Advisory Committee
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Physical Environment

Goal(s): All staff members will monitor students' emotional well being.

- Objective: Annually, the school will provide access to emotional counseling services to students.
- Related Activities: Review monthly behavior data and analyze SEL survey results.
- Resources needed: PBIS Rewards and Kelvin surveys.
- Person(s) responsible for implementation: Designated Administrator & PBIS Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

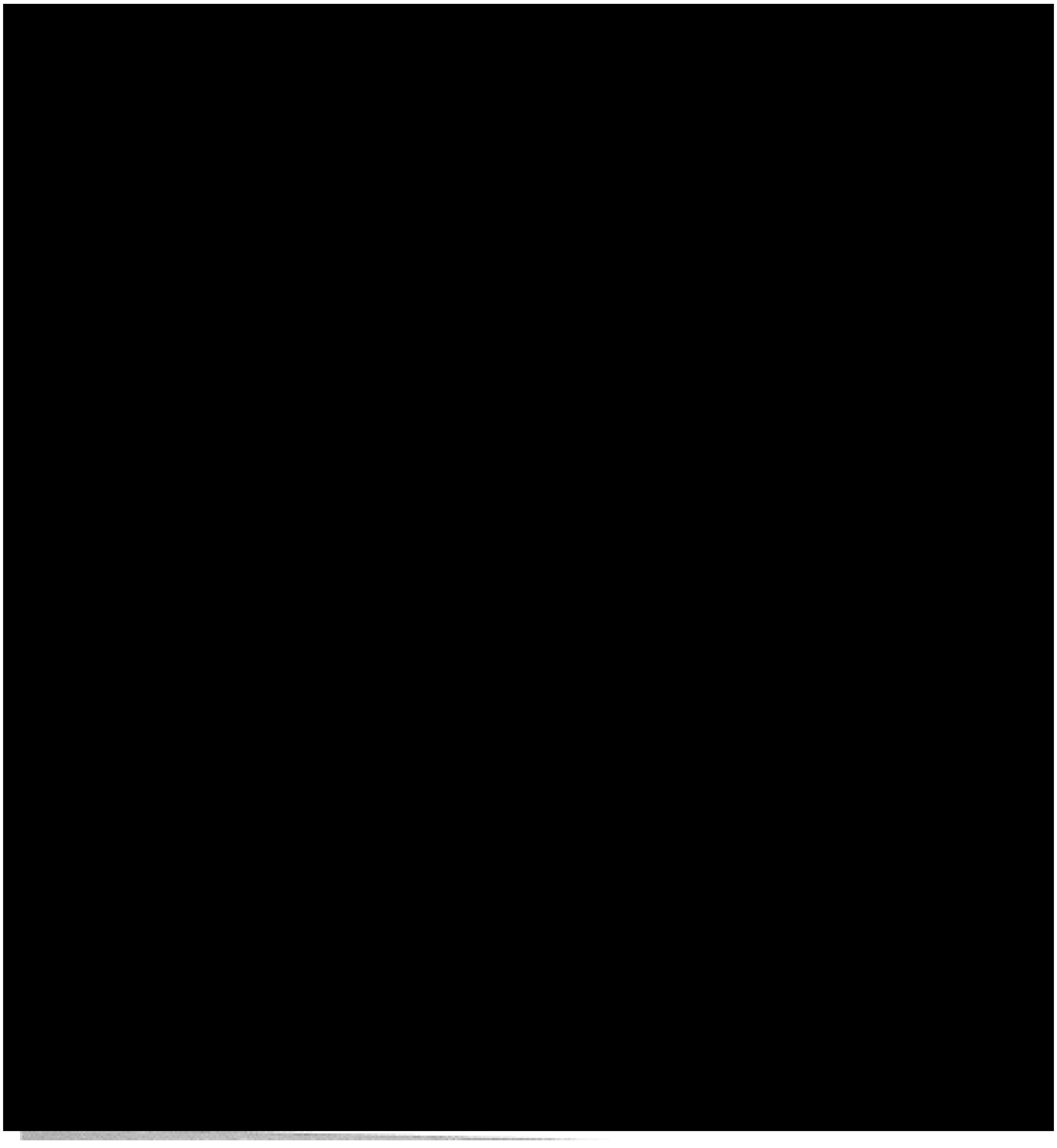
Component 3: School Social Climate

Goal(s): All PBIS team members will be trained with Capturing Kids Hearts and CA-ISP PBIS PD in order to maintain a safe and respectful learning environment.

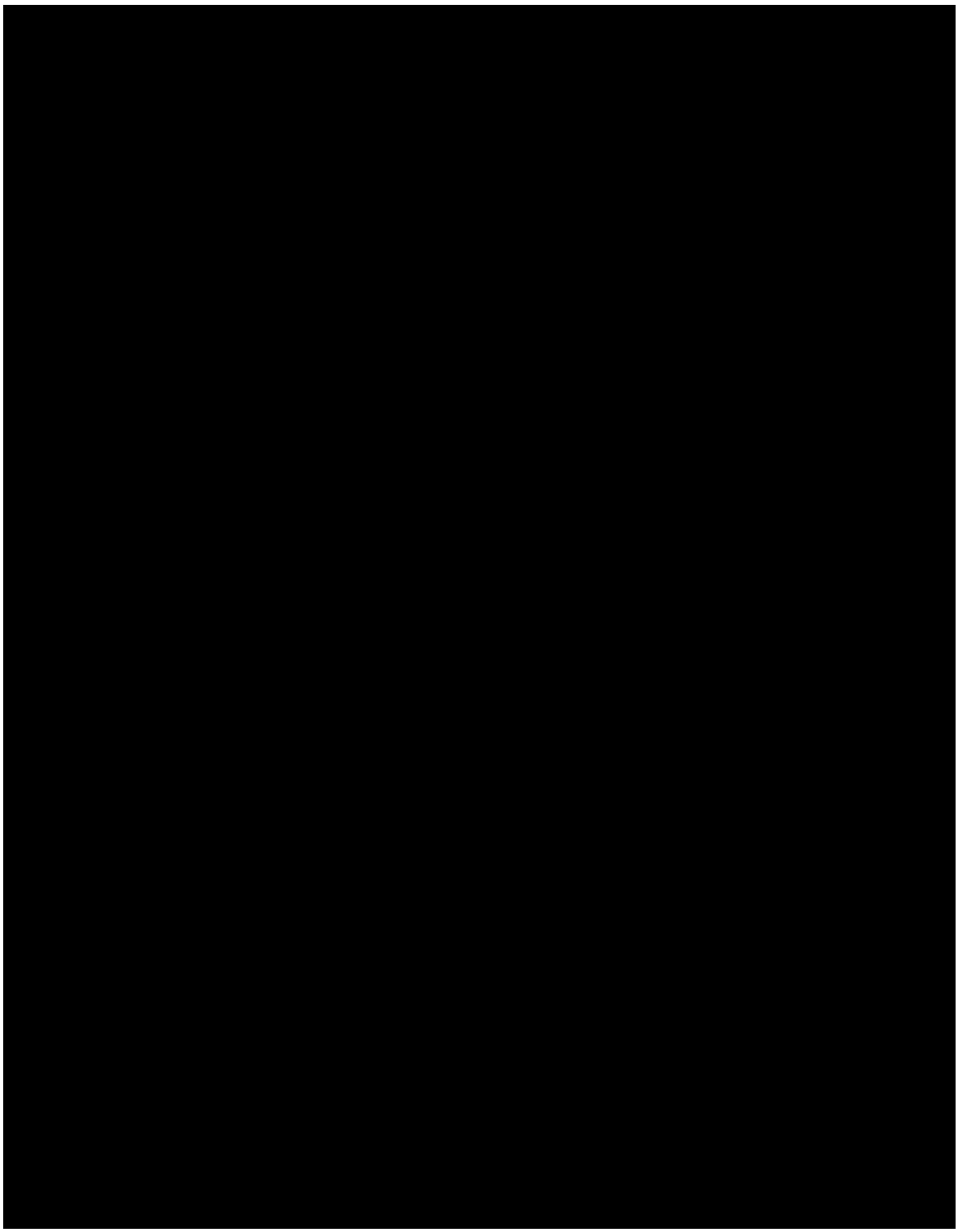
- Objective: All school staff and teachers will be trained in Capturing Kids Hearts and CA-ISP PBIS PD
- Related Activities: Professional development
- Resources needed: Training resource provided by the Los Angeles County of Education.
- Person(s) responsible for implementation: Designated Administrator & PBIS Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Behavior data on PBIS Rewards System

School Maps

Emergency Map



Emergency Drills



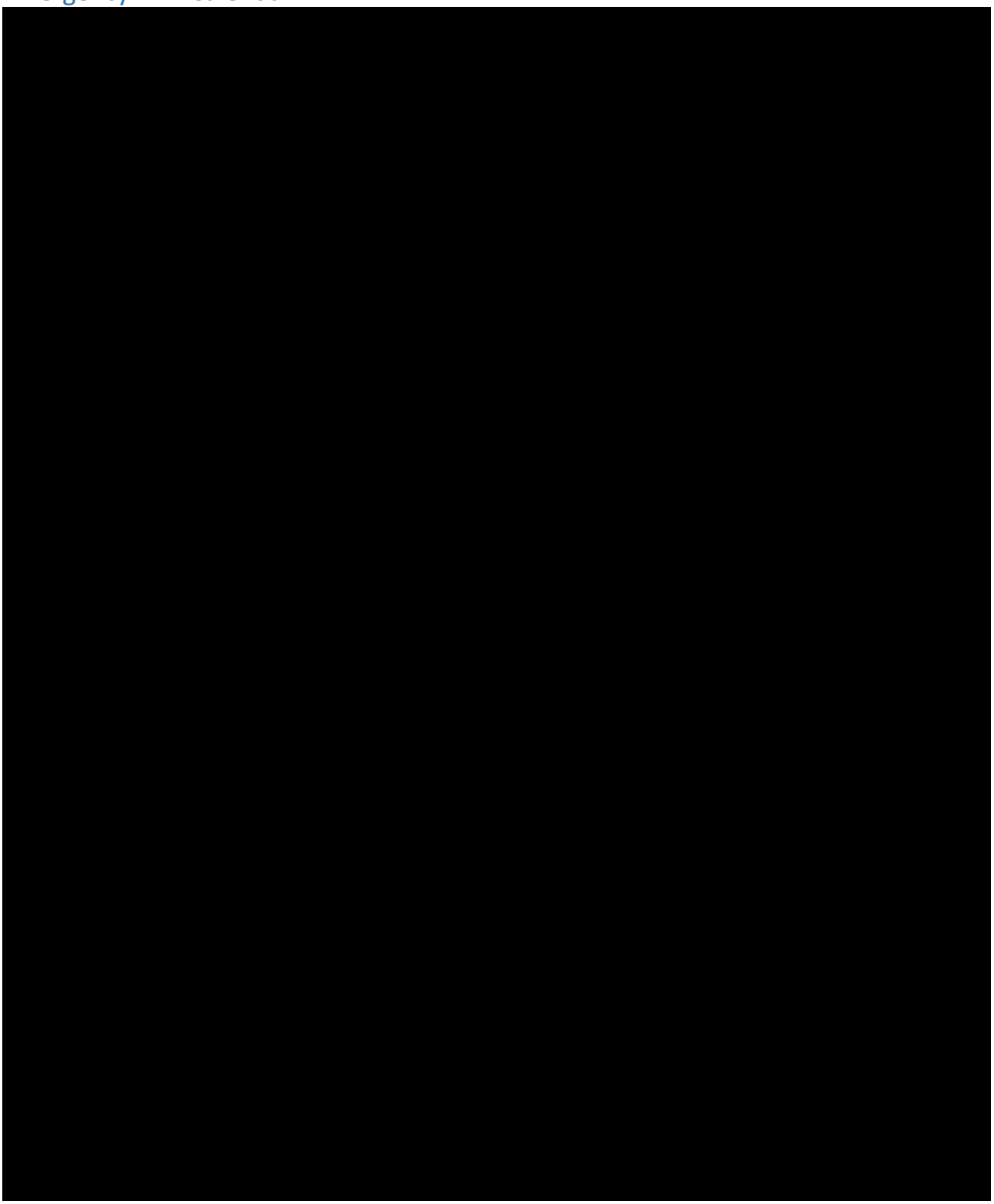
Emergency Drill Evaluation

MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar



PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.

- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc., will also be noted on a list kept at the school.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (Penal Code 11166).

Reporting Procedures

1. **Initial Telephone Report**
   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department (Penal Code 11165.9, 11166).

   - Los Angeles County 800-540-4000 or https://reportChildAbuseLA.org
   - Orange County 714-940-1000 or 800-207-4464 and Forms | County of Orange Social Services Agency
   - San Diego County 858-560-2191 or 800-344-6000
2. **Written Report**
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) (Penal Code 11166, 11168).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	At least two adults must be present in any vehicle transporting students. One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable fingerprint background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries policy, Visitor and Volunteer policies, and Employee Handbook.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We

uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communication. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will

consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.

- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and

web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school-wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying-related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and

students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Instructional Continuity Plan for Site-Based Schools

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Magnolia Public Schools ("MPS" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") states how MPS will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

- "Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.
- "In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.
- "Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.
- "Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, Zoom, through Google Classroom etc.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification MPS shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction will be closed as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to MPS's Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows:

    - Students will have access to lessons via an online portal, such as Google Classroom.
    - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided printed, weekly packets to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or
    - If an emergency or natural disaster disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county office of education, or charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family.

Communication

MPS's communication platform is ParentSquare and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and MPS employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.
Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through Google Classroom;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email, phone calls, ParentSquare messages, or Google Classroom messages;
- The Charter School's website and ParentSquare will:

    - Identify whether instruction is in-person, remote, or hybrid;
    - Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
    - Provide an outlook for when and how normal operations will resume. through the Charter School's ParentSquare, and when in-person instruction will resume.

- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every day.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Teacher-created tests and assessments, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Portfolios, State Standards testing, journals, presentations, quizzes, labs, interim assessments, and final examinations.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: reading difficulty screener (K-2), NWEA Measures of Academic Progress testing, and IXL.

Each student and their parent/guardian will receive confidential results of the above assessments through Google Classroom or Infinite Campus.

Academic Support

Students demonstrating the needs for additional support will be contacted by the school site's Academic Lead, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the
federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Academic Lead or Special Education Coordinator will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at (213) 628-3634.

The Academic Lead will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Director of Special Education at (213) 628-3634.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support

the socio-emotional health and development of English learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Academic Lead or EL Coordinator will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of EL and ELA Programs at (213) 628-3634.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless Student Liaison or the Foster Student Liaison at (213) 628-3634 for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

MPS recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Students and families will continue to have access to counseling services to support their mental health and emotional well-being. School psychologists and counselors will be available through virtual platforms, phone calls, and email to provide counseling check-ins, crisis intervention, and resources tailored to individual needs. These services aim to ensure continuity of care and help families navigate any challenges they may face during this period.

Available in the Community:

- CareSolace is available to quickly connect the school community to available mental health providers, substance use treatment, and social services matched to their needs. CareSolace can be reached at:
  - Call 888-515-0595. Multilingual support is available 24/7/365
  - Visit www.caresolace.com/mpsfamilies and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**

- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school Magnolia Public Schools will work with our food service providers, following the National School Lunch program distribution meal program guidelines, so that all students are appropriately serviced. This includes but is not limited to curbside pick-up, delivery, or frozen multiple meal packages. Meal service times will be communicated with families via ParentSquare.

Expanded Learning Program

If the expanded learning program is interrupted, the Charter School will provide expanded learning opportunities, virtually. Virtual expanded learning opportunities will include an academic enrichment (homework help, tutoring, etc.) component and an educational enrichment (E-Sports, virtual field trips, STEAM clubs, etc.) component. If the Charter School's expanded learning program is sub-contracted to a third-party vendor, the Charter School will collaborate with the third party vendor to ensure the proper implementation of expanded learning programming that includes an academic enrichment component and educational enrichment component.

PROFESSIONAL LEARNING

Within a ten (10) day window of moving into remote learning, MPS will provide teachers with training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, and supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires

- Kitchens up and running for meals

Multi-Tiered System of Response to Behavior

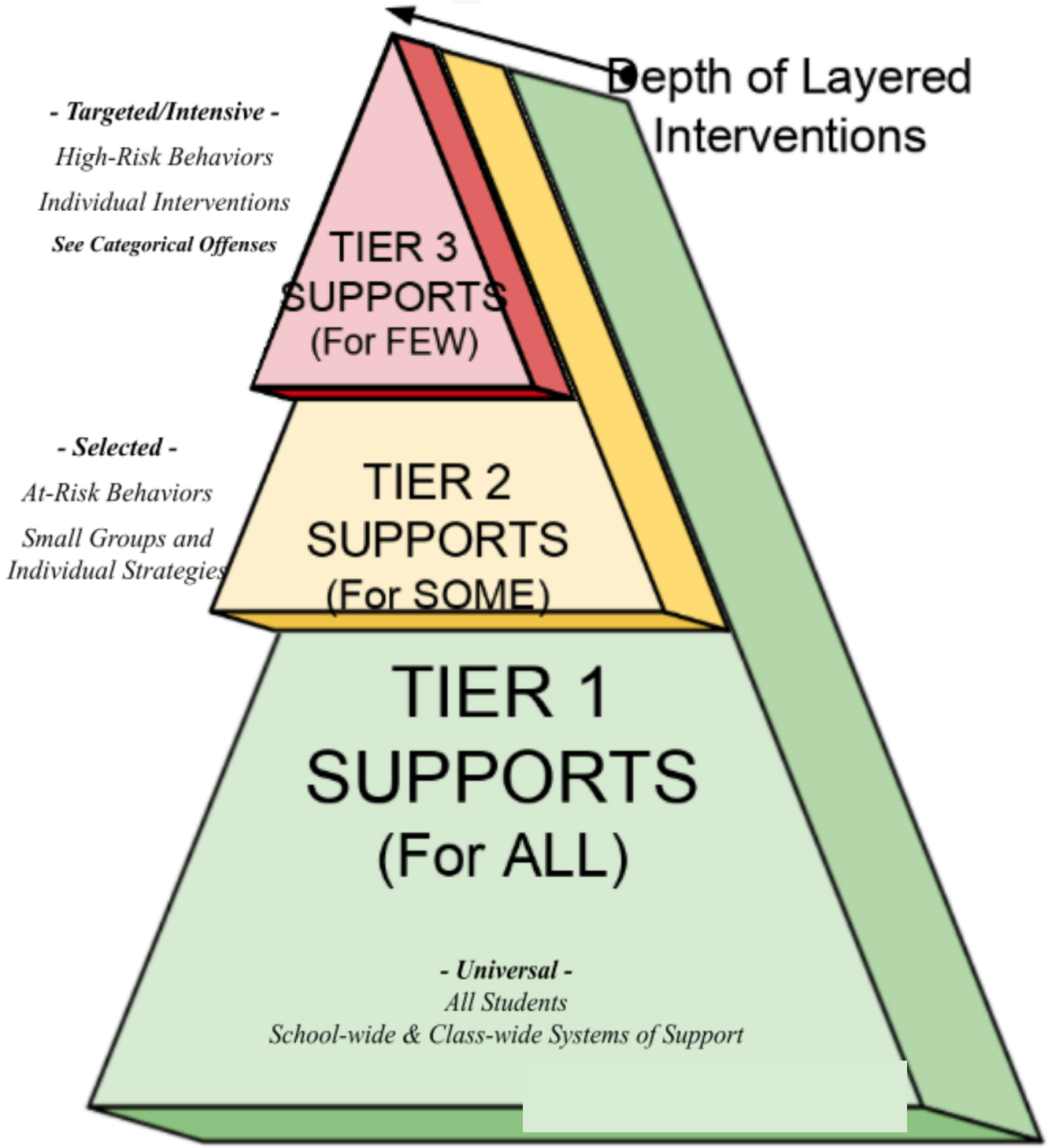
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians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

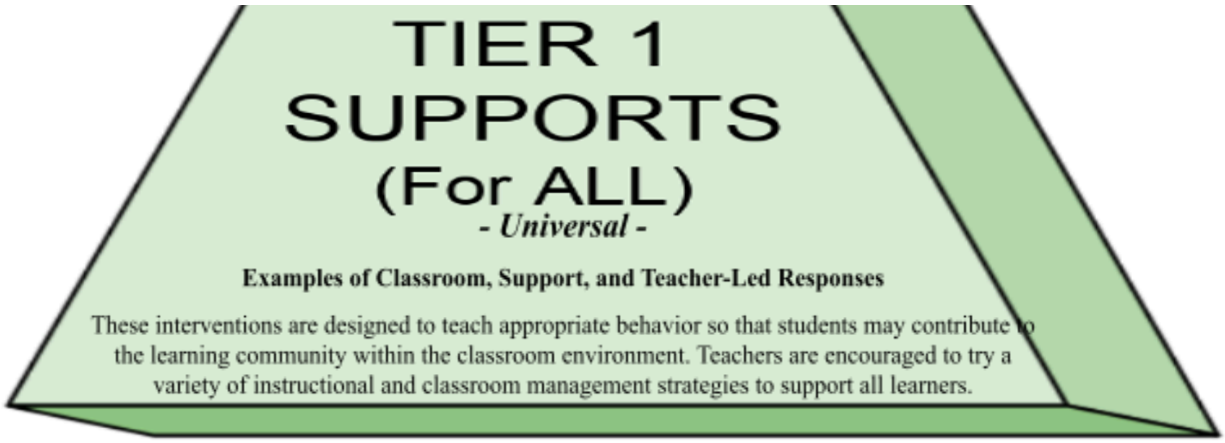
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

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

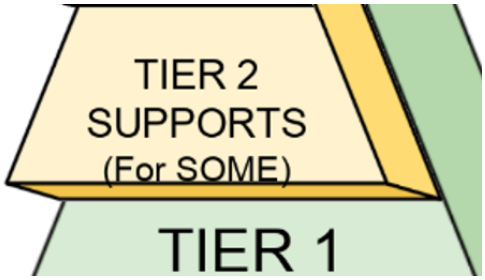
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✔ School-wide PBIS ✔ Social-emotional learning program ✔ Proactive classroom management ✔ Regular, preemptive communication with families ✔ Classroom incentives ✔ Seating, assignment, behavioral accommodations ✔ Conferencing with student(s) and parents ✔ Verbal correction and redirection ✔ Reminders, role-play, daily progress sheet ✔ Loss of classroom privileges ✔ Written and/or verbal reflection

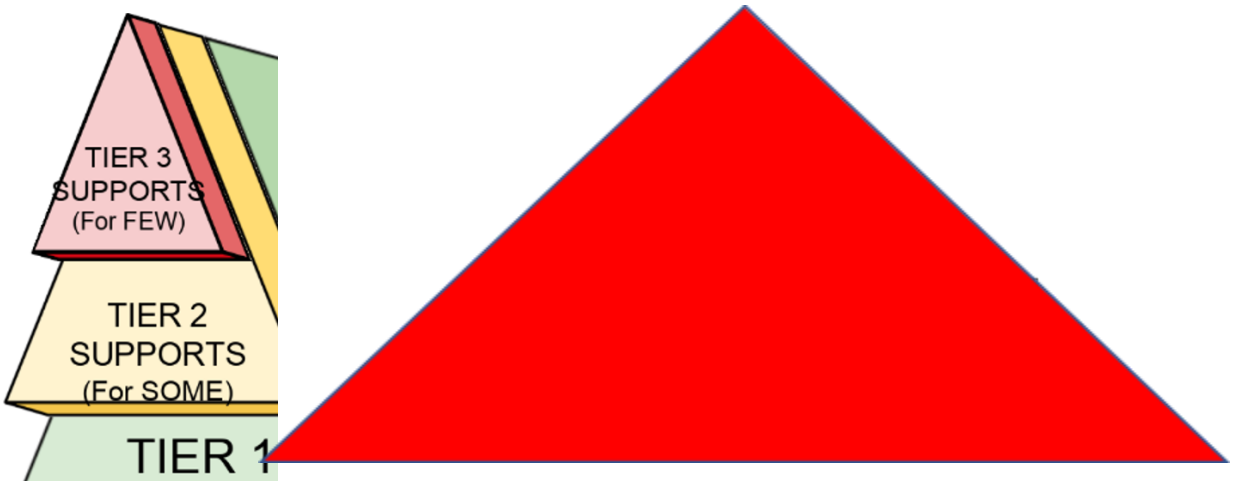


- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	✔ Behavioral contract ✔ Self-monitoring ✔ School-home communication ✔ Adult or peer mentorship ✔ Utilize check-in and check-out system ✔ Intensive academic and/or social support ✔ Reflection (lunch, after school, Saturday, etc.) ✔ Refer student to SSPT ✔ Loss of privileges ✔ Counseling ✔ Temporary removal from class ✔ Extended school day ✔ Suspension and/or expulsion



Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✔ All Tier 1 and Tier 2 interventions ✔ FBA-based behavior intervention plans ✔ Teaching replacement behavior ✔ Home and community supports ✔ Self-management program ✔ Restricted access ✔ In-school reflection and/or suspension ✔ Short-term out-of-school suspension ✔ Extended out-of-school suspension ✔ Request for alternate educational setting ✔ Suspension and/or expulsion

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

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

In School Suspension

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

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

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

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

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

2. **Notice to Parents/Guardians**

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

3. **Suspension Time Limits/Recommendation for Expulsion**

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

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

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. **Suspension Appeals**

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

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

Authority to Expel

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

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

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

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

Students with an IEP

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

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.
E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or winfully defied the valid authority of school personnel (Grades 9-12 only)
- (i) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 onry)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, sefling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to comm.it a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

Sample
Confidential
Memorandum

To: **_____,** Teacher
From: **_____,**Principal
Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Public Schools ("MPS") to address sex discrimination, including but not limited to sexual harassment, occurring within MPS's education program or activity.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in MPS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults.

  o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

  o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.

  o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

  o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

  o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or

bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500

Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Gokhan Serce

Chief Academic Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012 Office: (213) 628-3634 | Fax: (714) 362-9588

gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with

the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and

- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up

to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from MPS.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[1]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Powered by BoardOnTrack

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Reasonable Accommodations to a Lactating Pupil;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

These behaviors should only be ex ercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;

- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.

- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No jean/denim style pants
No Cargo pants/shorts.
Must have a built-in pocket not a sewn-on pocket.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<u>Undergarments</u>

All undergarments, including bras, boxer shorts, etc., should not be visible

<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform,
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

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

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), MPS shall ensure prompt notification to parents/guardians, pupils, teachers, administrators, and school personnel when federal immigration enforcement is confirmed to be present on or immediately adjacent to school grounds.

Definitions

- Immigration enforcement: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- Confirmed presence: Visual sighting by staff, verbal acknowledgment by the agent, presentation of credentials, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on or immediately adjacent to the school site, the site administrator or designee shall, as soon as possible and without unnecessary delay, direct the issuance of notifications to:

- All parents/guardians
- All pupils
- All teachers, administrators, and school personnel

Notifications shall be sent using the school-wide messaging platform of Parent Square. School staff will also receive a notification via email to inform them of the presence.

Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include, at minimum:

- Confirmation that immigration enforcement is occurring on or near campus
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated):

NEARBY ICE ACTIVITY

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA 5** Families & Staff)
Subject: Notification of Nearby ICE Activity

Dear Magnolia Families,

We have been made aware of the presence of Federal Immigration and Customs Enforcement (ICE) activity near our school campus.

We understand that this may cause concern for families, and we want to reassure you that the safety and well-being of our students and staff remain our top priority. **At this time, no action is required, and normal school operations are continuing.**

Please remember that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.

Thank you for your continued support and understanding. If you have any questions, don't hesitate to call the main office.

Sincerely,

Principal Name
Name of School

ICE ON CAMPUS

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA 5** Families & Staff)
Subject: Urgent: ICE on Campus

Dear Magnolia Families,

We're writing to let you know that Federal Immigration and Customs Enforcement (ICE) personnel are currently on our campus.

We are actively monitoring the situation and following all established protocols to protect our students and staff. **Please note that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.**

We will continue to provide updates. If you have concerns, contact the front office.

Sincerely,

Principal Name
Name of School

Follow-Up Notification

As soon as immigration enforcement efforts have ceased or the agents have departed the campus or immediate area, an “all-clear” notification shall be sent using the same methods.

FOLLOW-UP NOTIFICATION

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA 5** Families & Staff)
Subject: Urgent: All Clear

Dear Magnolia Families,

We are writing to inform you that ICE activity in the area has concluded.

All students and staff are safe, and regular campus operations have resumed. Thank you for your patience and trust as we worked to ensure the safety of our school community.

Sincerely,

Principal Name
Name of School

MPS School Sponsored Field Trips & Cultural Excursions Policy

The Board of Directors of Magnolia Public Schools ("MPS" or the "Charter School") recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill MPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate lifelong learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out appropriately to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Definition

- A "field trip or cultural excursion" involves students leaving MPS grounds to participate in school-sponsored educational opportunities in connection with MPS's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co curricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The principal shall have the authority to approve all in and out of state day and overnight field trips and excursions with consultation of the MPS Academic and Finance Teams. Requests for out of country travel shall be brought before the Board of Directors for approval. The principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The principal will ensure that the following items will be adhered to for all MPS field trips and excursions:

1. The proposed field trip or cultural excursion relates to MPS's educational objectives.
2. The correct ratio of adults to students is met for supervision of the activity.
3. A means of transportation to and from the activity is provided.
4. Adequate restroom facilities, food and water will be available during the activity.

The principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons who are not employees of Magnolia Public Schools making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field

trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student.
2. Any medications the student is required to take with the time and dosage required.
3. Any medications the student is allergic to.
4. Any other medical information necessary to ensure the student's safety.
5. Waiver as described above.

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

The Charter School will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all MPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from their student injuries on campus or while participating in a Charter School sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the principal.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, responsibilities of the parent volunteers, and language or behavior requirements of all attendees.

To ensure student safety, any non-employee chaperones supervising students on a field trip must be a Certified Volunteer (C-Volunteer). All prospective chaperones must review the Magnolia Public Schools Volunteer, Visitation, Shadowing, and Removal Policy, complete the C-Volunteer Application Form, and agree to the Volunteer Commitment and Procedures. These forms must be submitted to the school office for processing. The office will provide confirmation once the volunteer clearance is approved. Only individuals who have completed this process and received clearance may serve as chaperones on any school field trips.

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All persons who are not employees of Magnolia Public Schools taking in-state or out-of state field trips or excursions and all parents or guardians of pupils taking in-state or out of-state field trips or excursions are required to sign a statement waiving all claims against MPS, its employees, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If vans are used, the vans cannot be manufactured to carry more than ten (10) occupants (including the driver). Simply removing seats or not

filling the occupancy does not meet the legal requirements. In addition, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

5. The minimum age requirement to transport passengers is twenty-five years old.

Each of these items will be provided to the principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed.

5. Maps and directions from the teacher should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake
- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: akaplan@magnoliapublicschools.org; (818) 705 - 5676. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other

important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate the outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway, and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching, and support staff may also be part of the team but may act only when assigned specific duties by the Principal or designee.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress-positive actions were taken by the school.

- Announce new changes made after the incident has passed.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies

Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of

support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.
- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience
To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one's self during this time is essential for both physical and emotional well-being.

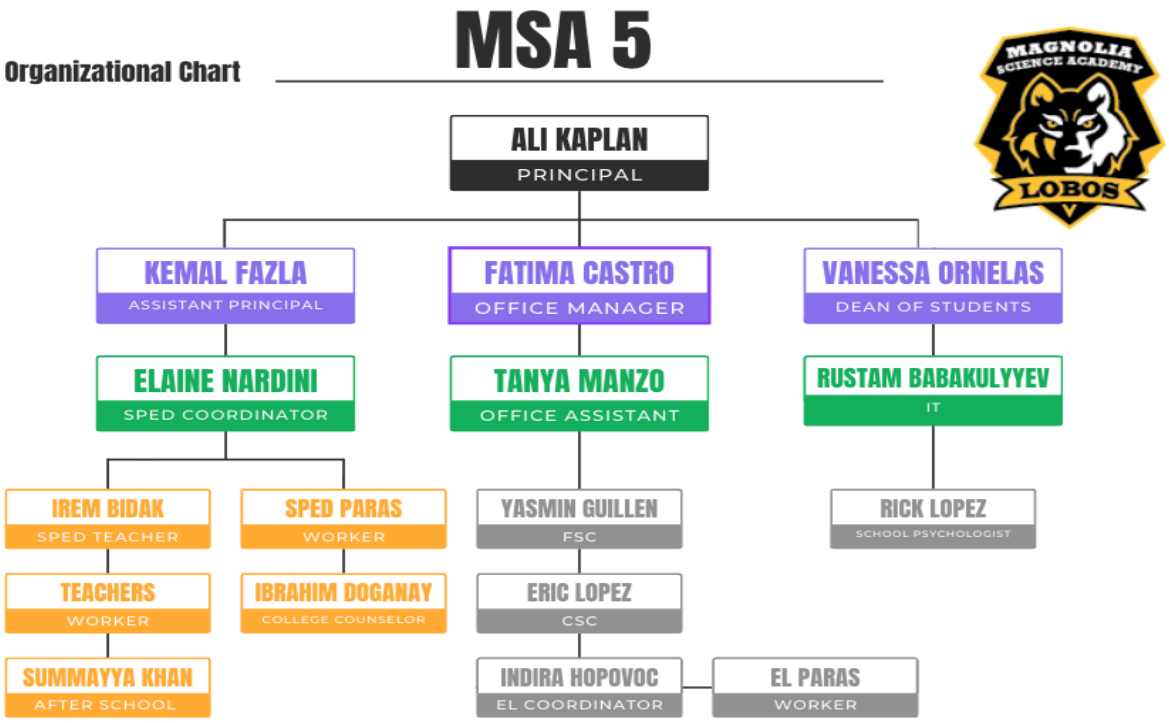
Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents



Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Safe School Plan Quick Reference Guide

Magnolia Science Academy 5
MAGNOLIA PUBLIC SCHOOLS

Ali Kaplan, Principal
18238 Sherman Way,
Reseda, CA 91335
(818) 705-5676
akaplan@magnoliapublicschools.org

School Safety Plan Definitions for School

- [redacted]

Emergency Teams:

- [redacted]

School Emergency Contacts Chart

[redacted]

School Incident Command System and Emergency Teams

TITLE/ROLE	NAME
[redacted]	

School Site Specific Considerations

Crisis Response Team Chart

-

POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	ALTERNATE

Additional Contacts

DEPARTMENT/AGENCY	NAME & NUMBER
[redacted]	

School Safety Plan
Magnolia Science Academy 6
MAGNOLIA PUBLIC SCHOOLS

James Choe, Principal
745 S. Wilton Ave, Los Angeles, CA 90005
(310) 842-8555
jchoe@magnoliapublicschools.org

A meeting for public input was held on January 30th, 2026

Plan Revised January 30th, 2026

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 12, 2026

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy 6
School Safety Plan
2026-2027

Magnolia Science Academy 6’s Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]		
Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
James Choe	Principal	jchoe@magnoliapublicschools.org
Nasim Azari	Dean of Students	nazari@magnoliapublicschools.org
Nasim Azari	Assistant Principal	nazari@magnoliapublicschools.org
Claudia Coronel	Classified - CSC	cclopez@magnoliapuiblicschools.org
Laura Orozco	Parent	[redacted]
Sergey Segal	Parent	
Julio Victoriano	Parent	
Ashley Crockett	Teacher	amcrockett @magnoliapublicschools.org
Sofia Landis	Student	slandis@magnoliascience.org

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

Assessment of Data

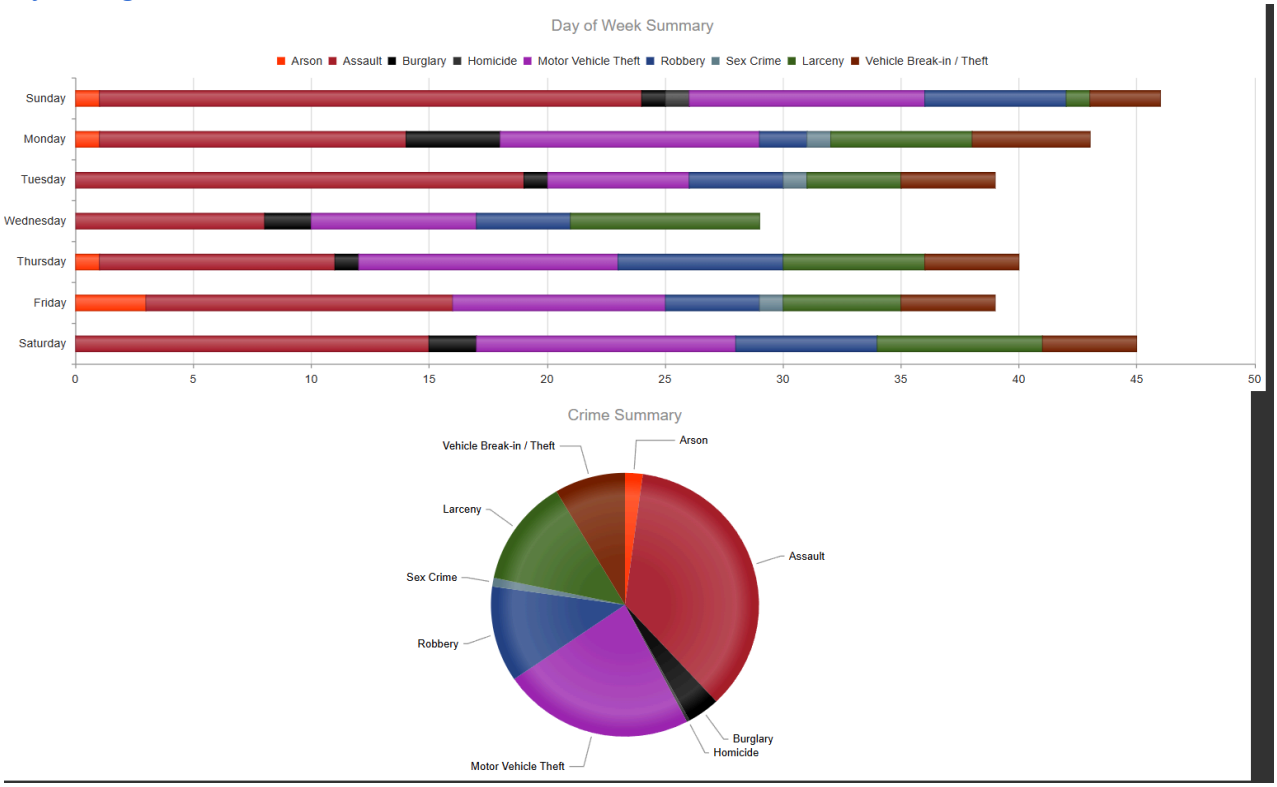
Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 90005 from 7/2025 to 12/2025:

Type	Number
Total Crimes during time period	281
Top #1: Assault	101
#2: Motor Vehicle Theft	65
#3: Lacerny	37

This data is represented by the following graphic pulled from source website: https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbmc9NTUjcGw9NjY3MDg0I2xicz0xNDo0MTMxMjkwI2xuPUVhZ2xlTG9jYXRvcg==



School-wide Data

Data regarding the school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on DATE REVIEWED The following data was reviewed:

	2023-24	2024-25	2025-26	Currently as of 1/14/26
Suspension Data Out-of-School	8	5	2	2
Suspension Data In-School	1	0	1	1
Expulsion Data	0%	0%	0%	0%
Office Discipline Referrals ODRs	11	19	10	10
Average Daily Attendance (ADA) Rate	105.81	123.09	149.26	148.94
Chronic Absenteeism Rate	20.5%	15.9%	12.0%	12.9%
Graduation Rate	N/A	n/a	n/a	n/a

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- Parent Advisory Committee
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety planPerson(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Physical Environment

Goal(s):

- Objective: All teachers and staff to hear the emergency drill bell clearly in case of an emergency or a drill we are executing at our school site. In our last drill, only 13 out of our 15 staff members were able to hear the drill commence. These staff members, who were unable to hear, could have been injured in case of a real emergency.
- Related Activities: Emergency Drills: Fire, lockdown, earthquake drill, etc...
- Resources needed: We will need to contact the plant manager and submit a ticket. This might require LAUSD to come out to our site to add an additional speaker in the "blind" spots.
- Person(s) responsible for implementation: Mr. Choe and Mr. Azari
- Budget: N/A
- Evaluation guidelines: We will have to survey our teachers to see if they were able to hear the bell clearly, whenever we have emergencies.

Component 3: School's Social Climate

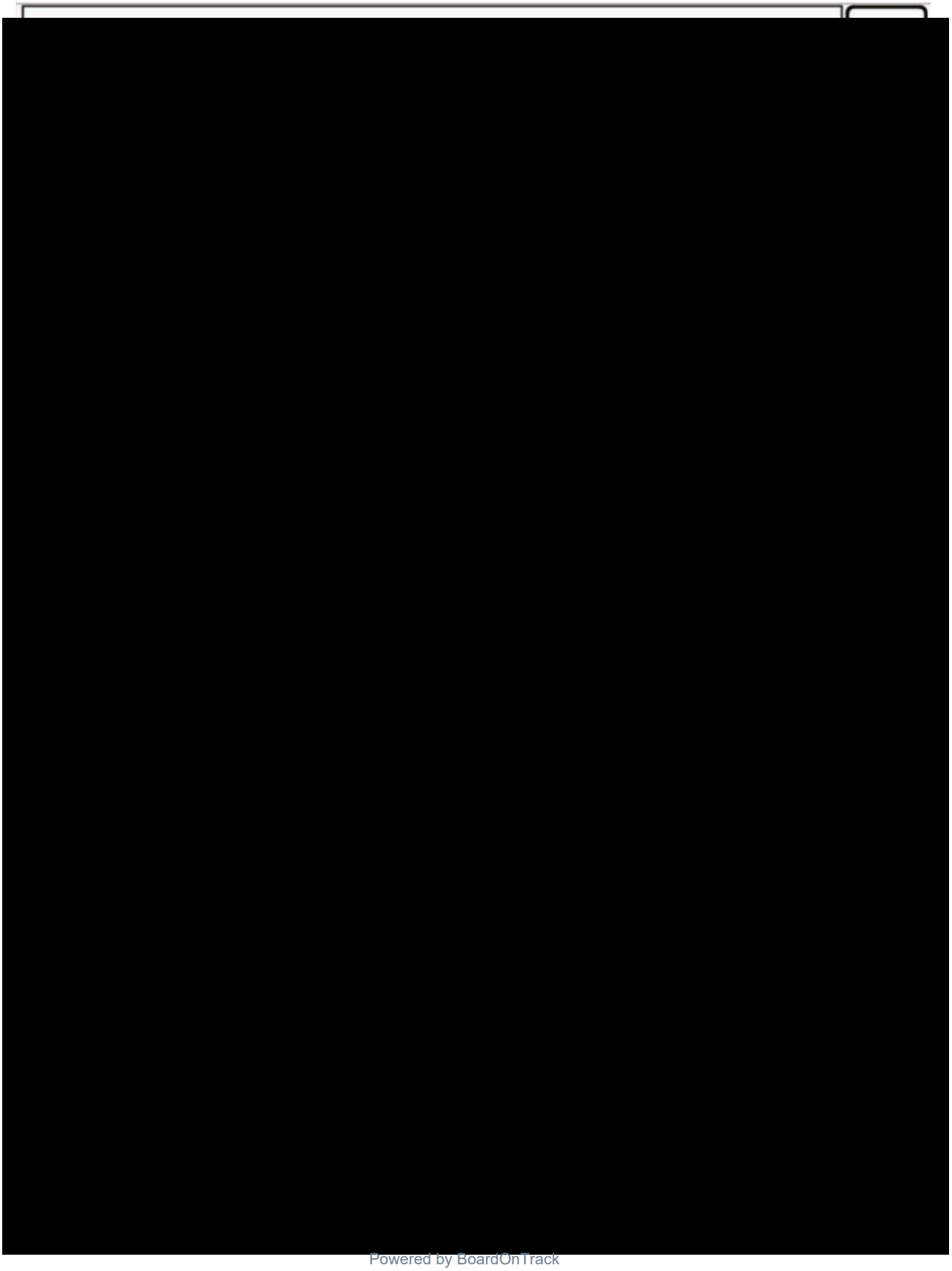
Goal(s):

- Objective: The suspension rate for the 25-26 school year was 5%. We would like to keep our suspensions lower than 5% for the 26-27 school year.
- Related Activities:Professional development for Tier 1 and Tier 2 behavior interventions, create rules, classroom, and procedures after reviewing our reflection log data.
- Resources needed: Reflection log data and an analysis of the data.
- Person(s) responsible for implementation: Entire staff/school. PBIS team will be established to help with the social climate.
- Budget: N/A
- Evaluation guidelines: At the end of the school year, we will do a final analysis of the reflection data, along with suspension data, to see if we are making progress towards lowering unwanted behaviors.

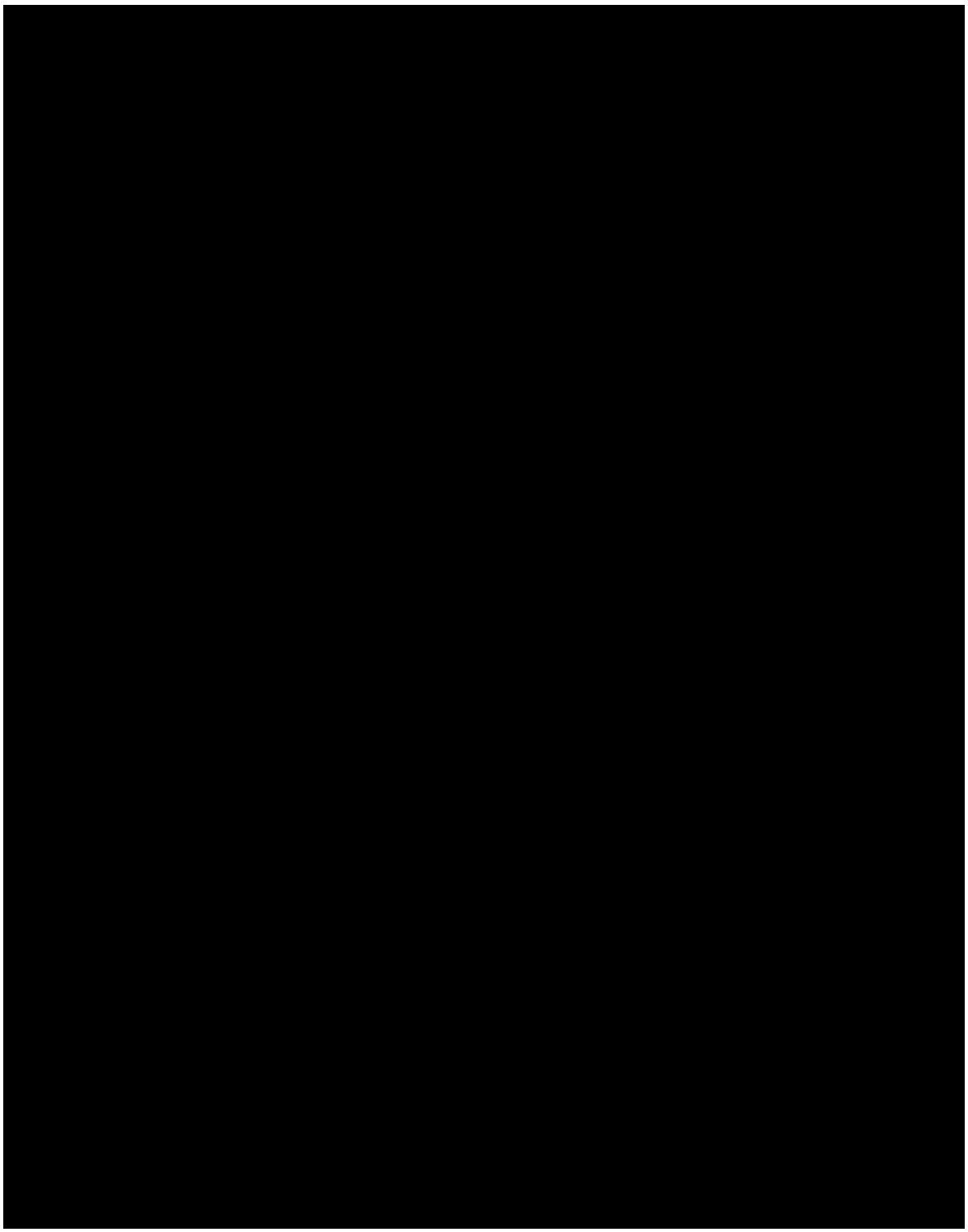
School Maps

Facilities Map

Wilton Place Facilities Map



Emergency Drills



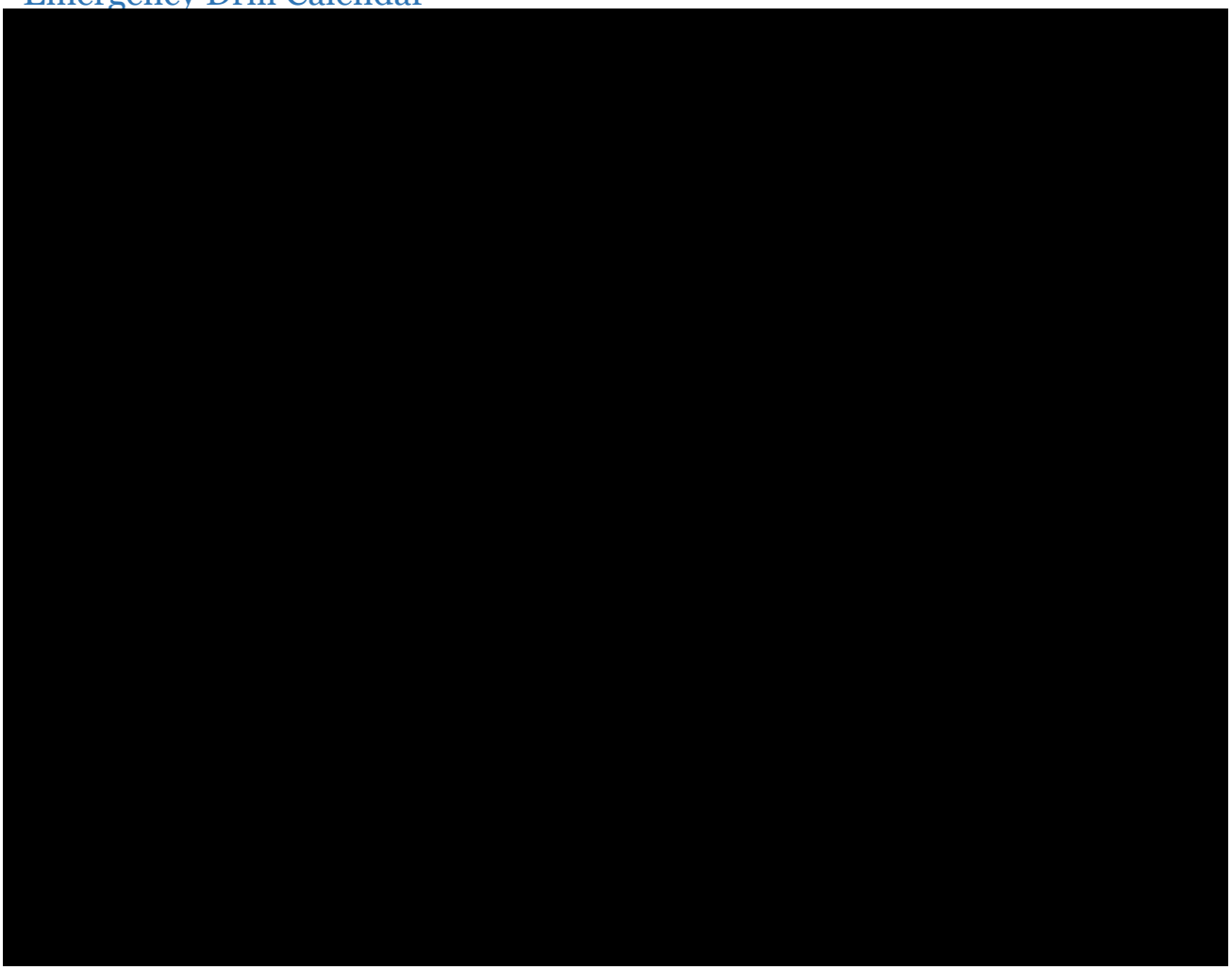
Emergency Drill Evaluation

MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar



H.O.S.T. Crisis Communication

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.

- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc., will also be noted on a list kept at the school.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (Penal Code 11166).

Reporting Procedures

1. **Initial Telephone Report**
   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department (Penal Code 11165.9, 11166).

   - Los Angeles County 800-540-4000 or https://reportChildAbuseLA.org
   - Orange County 714-940-1000 or 800-207-4464 and Forms | County of Orange Social Services Agency
   - San Diego County 858-560-2191 or 800-344-6000
2. **Written Report**
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) (Penal Code 11166, 11168).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	At least two adults must be present in any vehicle transporting students. One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable fingerprint background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries policy, Visitor and Volunteer policies, and Employee Handbook.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive

student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communication. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule

meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.

- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various

components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school-wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying-related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide

assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Instructional Continuity Plan for Site-Based Schools

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Magnolia Public Schools ("MPS" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") states how MPS will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

- "Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.
- "In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.
- "Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.
- "Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional

communication channels (i.e. phone calls, online classroom postings, Zoom, through Google Classroom etc.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification MPS shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction will be closed as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to MPS's Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows:

    - Students will have access to lessons via an online portal, such as Google Classroom.
    - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided printed, weekly packets to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or
    - If an emergency or natural disaster disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county office of education, or charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family.

Communication

MPS's communication platform is ParentSquare and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and MPS employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through Google Classroom;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email, phone calls, ParentSquare messages, or Google Classroom messages;
- The Charter School's website and ParentSquare will:

    - o Identify whether instruction is in-person, remote, or hybrid;
    - o Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
    - o Provide an outlook for when and how normal operations will resume. through the Charter School's ParentSquare, and when in-person instruction will resume.

- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every day.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Teacher-created tests and assessments, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Portfolios, State Standards testing, journals, presentations, quizzes, labs, interim assessments, and final examinations.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: reading difficulty screener (K-2), NWEA Measures of Academic Progress testing, and IXL.

Each student and their parent/guardian will receive confidential results of the above assessments through Google Classroom or Infinite Campus.

Academic Support

Students demonstrating the needs for additional support will be contacted by the school site's Academic Lead, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the
federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Academic Lead or Special Education Coordinator will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at (213) 628-3634.

The Academic Lead will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Director of Special Education at (213) 628-3634.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Academic Lead or EL Coordinator will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of EL and ELA Programs at (213) 628-3634.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless Student Liaison or the Foster Student Liaison at (213) 628-3634 for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

MPS recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Students and families will continue to have access to counseling services to support their mental health and emotional well-being. School psychologists and counselors will be available through virtual platforms, phone calls, and email to provide counseling check-ins, crisis intervention, and resources tailored to individual needs. These services aim to ensure continuity of care and help families navigate any challenges they may face during this period.

Available in the Community:

- CareSolace is available to quickly connect the school community to available mental health providers, substance use treatment, and social services matched to their needs. CareSolace can be reached at:
  - Call 888-515-0595. Multilingual support is available 24/7/365
  - Visit www.caresolace.com/mpsfamilies and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit https://www.thetrevorproject.org/.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school Magnolia Public Schools will work with our food service providers, following the National School Lunch program distribution meal program guidelines, so that all students are appropriately serviced. This
includes but is not limited to curbside pick-up, delivery, or frozen multiple meal packages. Meal service times will be communicated with families via ParentSquare.

Expanded Learning Program

If the expanded learning program is interrupted, the Charter School will provide expanded learning opportunities, virtually. Virtual expanded learning opportunities will include an academic enrichment (homework help, tutoring, etc.) component and an educational enrichment (E-Sports, virtual field trips, STEAM clubs, etc.) component. If the Charter School's expanded learning program is sub-contracted to a third-party vendor, the Charter School will collaborate with the third party vendor to ensure the proper implementation of expanded learning programming that includes an academic enrichment component and educational enrichment component.

PROFESSIONAL LEARNING

Within a ten (10) day window of moving into remote learning, MPS will provide teachers with training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, and supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Multi-Tiered System of Response to Behavior

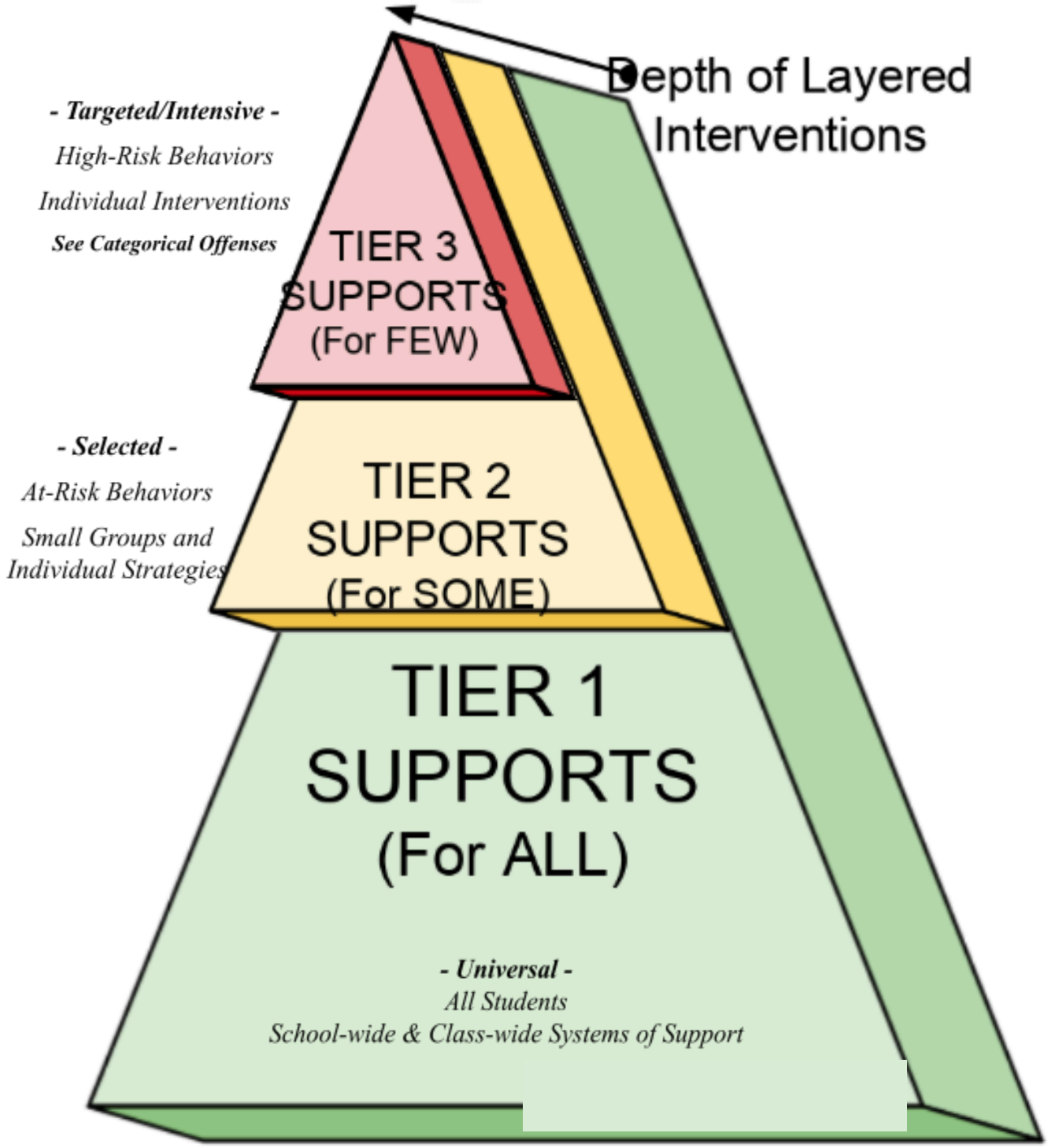
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians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

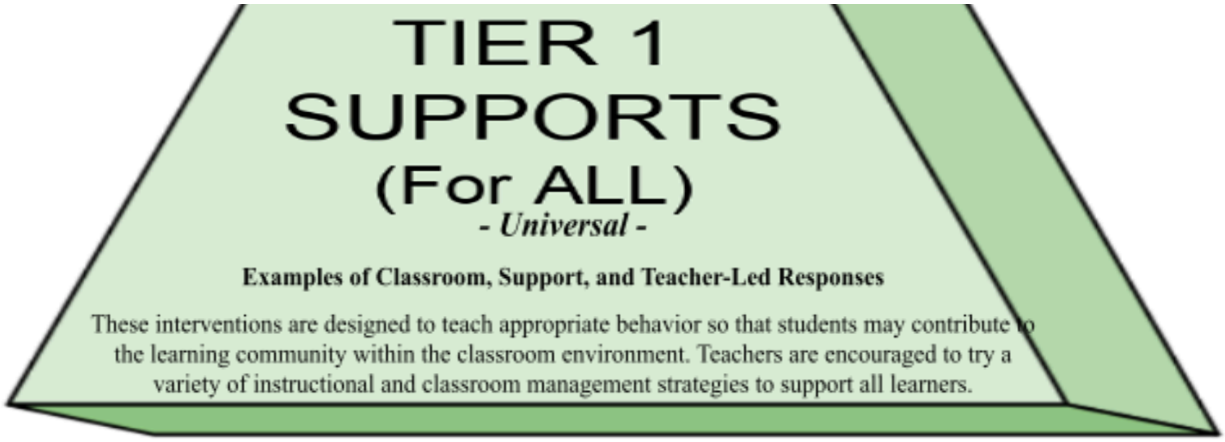
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

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

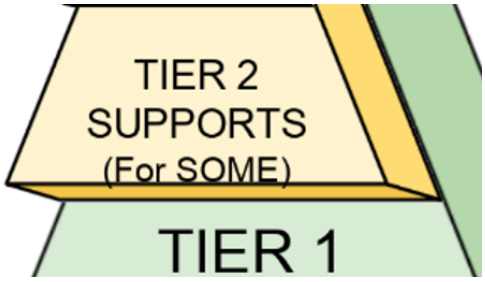
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS' system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✔ School-wide PBIS ✔ Social-emotional learning program ✔ Proactive classroom management ✔ Regular, preemptive communication with families ✔ Classroom incentives ✔ Seating, assignment, behavioral accommodations ✔ Conferencing with student(s) and parents ✔ Verbal correction and redirection ✔ Reminders, role-play, daily progress sheet ✔ Loss of classroom privileges ✔ Written and/or verbal reflection



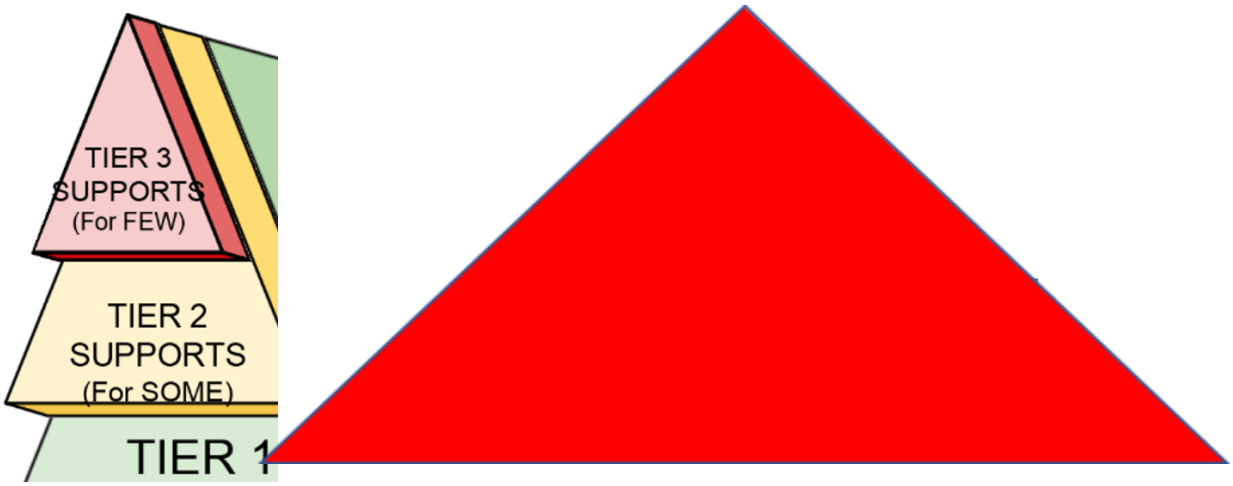
- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries	✔ Behavioral contract ✔ Self-monitoring ✔ School-home communication ✔ Adult or peer mentorship ✔ Utilize check-in and check-out system ✔ Intensive academic and/or social support ✔ Reflection (lunch, after school, Saturday, etc.) ✔ Refer student to SSPT ✔ Loss of privileges ✔ Counseling ✔ Temporary removal from class ✔ Extended school day ✔ Suspension and/or expulsion

• Refusing to cooperate and comply with school rules/personnel	



Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property	✔ All Tier 1 and Tier 2 interventions ✔ FBA-based behavior intervention plans ✔ Teaching replacement behavior ✔ Home and community supports ✔ Self-management program ✔ Restricted access ✔ In-school reflection and/or suspension ✔ Short-term out-of-school suspension ✔ Extended out-of-school suspension ✔ Request for alternate educational setting ✔ Suspension and/or expulsion

• Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native

language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of

privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Reflection

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

In School Suspension

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

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.
iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to

possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

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

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

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

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also

state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

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

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

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. **Suspension Appeals**

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

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

Authority to Expel

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

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are

certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

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

Expulsion Procedures

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

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible,

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a

timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

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

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

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

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

3. **Procedural Safeguards/Manifestation Determination**
   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
   b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

   If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
   a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
   b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
   c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. **Due Process Appeals**
   The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

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

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

Students with an IEP

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

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is* ***CONFIDENTIAL****, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.

E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products

- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or winfully defied the valid authority of school personnel (Grades 9-12 only)
- (i) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 onry)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, sefling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to comm.it a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

Sample
Confidential
Memorandum

To: _____, Teacher
From: _____,Principal
Date:

Re: Students having committed specified crime

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Public Schools ("MPS") to address sex discrimination, including but not limited to sexual harassment, occurring within MPS's education program or activity.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in MPS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults.

  o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.
- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

  o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.

  o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

  o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.
- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500

Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Gokhan Serce

Chief Academic Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012 Office: (213) 628-3634 | Fax: (714) 362-9588

gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the

process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained

in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;

- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____
_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from MPS.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[1]

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

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    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive

disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a

protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____

Date: _____

Email

Address:

_____

Date of Alleged

Incident(s): _____

Name of Person(s) you have a complaint against:

_____

List any witnesses that were present:

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____

Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
   - Accommodations for Pregnant and Parenting Pupils;
   - Adult Education;
   - After School Education and Safety;
   - Career Technical Education;
   - Career Technical and Technical Training;

- Child Care and Development;
- Compensatory Education;
- Consolidated Application;
- Course Periods without Educational Content;
- Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
- Every Student Succeeds Act;
- Local Control & Accountability Plans (LCAP)/LCFF;
- Migrant Education;
- Physical Education Instructional Minutes;
- Pupil Fees;
- Reasonable Accommodations to a Lactating Pupil;
- Regional Occupational Centers and Programs;
- School Plans for School Achievement;
- School Safety Plans;
- Schoolsite Councils.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

   a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

   b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

      i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

      ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

      iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

   c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

   d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or

bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation
Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not

limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

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Signature

Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly.
  If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

* For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

These behaviors should only be ex ercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No jean/denim style pants
No Cargo pants/shorts.
Must have a built-in pocket not a sewn-on pocket.

<u>Undergarments</u>
All undergarments, including bras, boxer shorts, etc., should not be visible
<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform,
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

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

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), MPS shall ensure prompt notification to parents/guardians, pupils, teachers, administrators, and school personnel when federal immigration enforcement is confirmed to be present on or immediately adjacent to school grounds.

Definitions

- Immigration enforcement: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- Confirmed presence: Visual sighting by staff, verbal acknowledgment by the agent, presentation of credentials, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on or immediately adjacent to the school site, the site administrator or designee shall, as soon as possible and without unnecessary delay, direct the issuance of notifications to:

- All parents/guardians
- All pupils
- All teachers, administrators, and school personnel

Notifications shall be sent using the school-wide messaging platform of Parent Square. School staff will also receive a notification via email to inform them of the presence.

Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include, at minimum:

- Confirmation that immigration enforcement is occurring on or near campus
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated):

NEARBY ICE ACTIVITY

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA-6** Families & Staff)
Subject: Notification of Nearby ICE Activity

Dear Magnolia Families,

We have been made aware of the presence of Federal Immigration and Customs Enforcement (ICE) activity near our school campus.

We understand that this may cause concern for families, and we want to reassure you that the safety and well-being of our students and staff remain our top priority. **At this time, no action is required, and normal school operations are continuing.**

Please remember that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.

Thank you for your continued support and understanding. If you have any questions, don't hesitate to call the main office.

Sincerely,

Principal Name
Name of School

ICE ON CAMPUS

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA-6** Families & Staff)
Subject: Urgent: ICE on Campus

Dear Magnolia Families,

We're writing to let you know that Federal Immigration and Customs Enforcement (ICE) personnel are currently on our campus.

We are actively monitoring the situation and following all established protocols to protect our students and staff. **Please note that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.**

We will continue to provide updates. If you have concerns, contact the front office.

Sincerely,

Principal Name
Name of School

Follow-Up Notification

As soon as immigration enforcement efforts have ceased or the agents have departed the campus or immediate area, an “all-clear” notification shall be sent using the same methods.

FOLLOW-UP NOTIFICATION

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA-6** Families & Staff)
Subject: Urgent: All Clear

Dear Magnolia Families,

We are writing to inform you that ICE activity in the area has concluded.

All students and staff are safe, and regular campus operations have resumed. Thank you for your patience and trust as we worked to ensure the safety of our school community.

Sincerely,

Principal Name
Name of School

MPS School Sponsored Field Trips & Cultural Excursions Policy

The Board of Directors of Magnolia Public Schools ("MPS" or the "Charter School") recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill MPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate lifelong learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out appropriately to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Definition

- A "field trip or cultural excursion" involves students leaving MPS grounds to participate in school-sponsored educational opportunities in connection with MPS's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co curricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The principal shall have the authority to approve all in and out of state day and overnight field trips and excursions with consultation of the MPS Academic and Finance Teams. Requests for out of country travel shall be brought before the Board of Directors for approval. The principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The principal will ensure that the following items will be adhered to for all MPS field trips and excursions:

1. The proposed field trip or cultural excursion relates to MPS's educational objectives.
2. The correct ratio of adults to students is met for supervision of the activity.
3. A means of transportation to and from the activity is provided.
4. Adequate restroom facilities, food and water will be available during the activity.

The principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons who are not employees of Magnolia Public Schools making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All

adults taking out-of-state field trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student.
2. Any medications the student is required to take with the time and dosage required.
3. Any medications the student is allergic to.
4. Any other medical information necessary to ensure the student's safety.
5. Waiver as described above.

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

The Charter School will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all MPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from their student injuries on campus or while participating in a Charter School sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the principal.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, responsibilities of the parent volunteers, and language or behavior requirements of all attendees.

To ensure student safety, any non-employee chaperones supervising students on a field trip must be a Certified Volunteer (C-Volunteer). All prospective chaperones must review the Magnolia Public Schools Volunteer, Visitation, Shadowing, and Removal Policy, complete the C-Volunteer Application Form, and agree to the Volunteer Commitment and Procedures. These forms must be submitted to the school office for processing. The office will provide confirmation once the volunteer clearance is approved. Only individuals who have completed this process and received clearance may serve as chaperones on any school field trips.

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All persons who are not employees of Magnolia Public Schools taking in-state or out-of state field trips or excursions and all parents or guardians of pupils taking in-state or out of-state field trips or excursions are required to sign a statement waiving all claims against MPS, its employees, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If vans are used, the vans cannot be manufactured to carry more than ten (10) occupants (including the driver). Simply removing seats or not filling the occupancy does not meet the legal requirements. In addition, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

5. The minimum age requirement to transport passengers is twenty-five years old.

Each of these items will be provided to the principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed.

5. Maps and directions from the teacher should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi)

provides contact information for community-based resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.

      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)

Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake
- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.

- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building's air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.
- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.

- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.

- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:

- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:

- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous,

violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: jchoe@magnoliapublicschools.org; (310) 842-8555. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate the outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway, and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching, and support staff may also be part of the team but may act only when assigned specific duties by the Principal or designee.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.

- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress-positive actions were taken by the school.
- Announce new changes made after the incident has passed.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels

- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time
1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:
- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

Building Resilience:

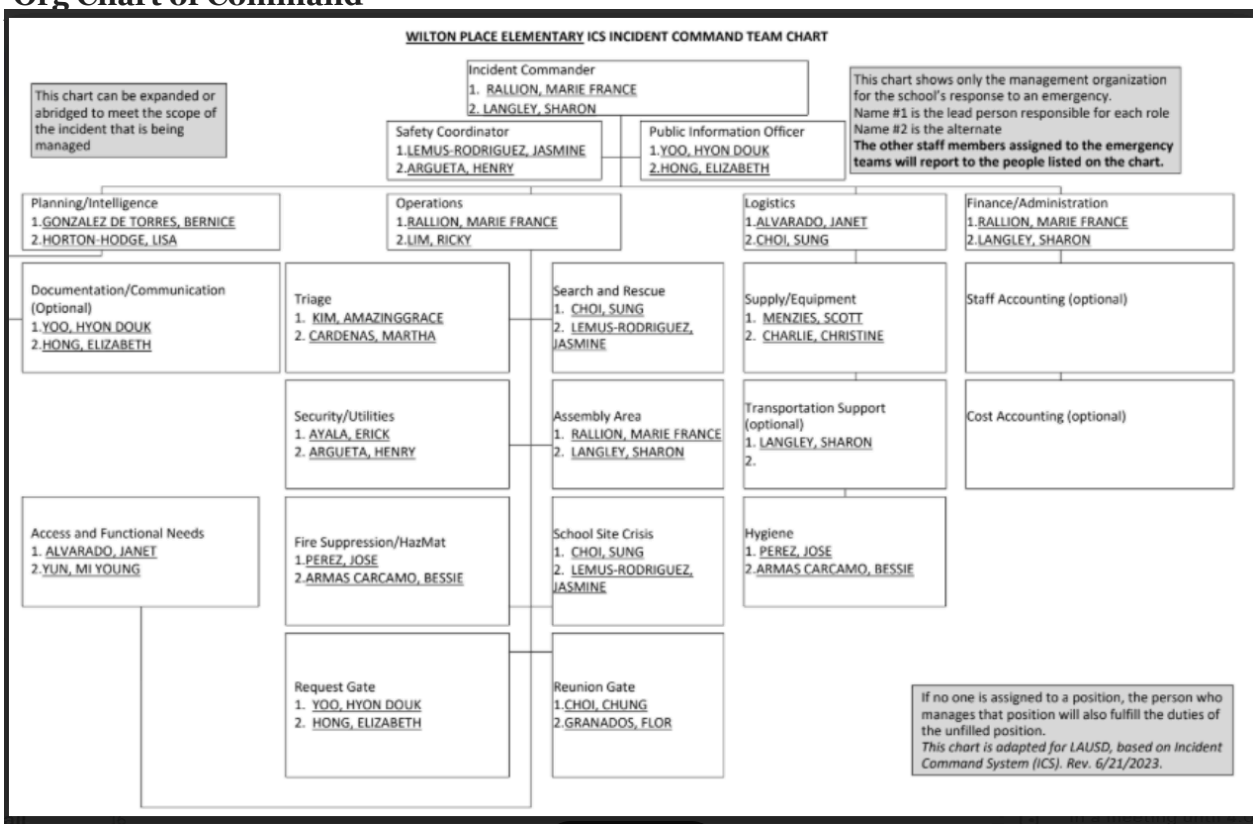
- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents

Org Chart of Command



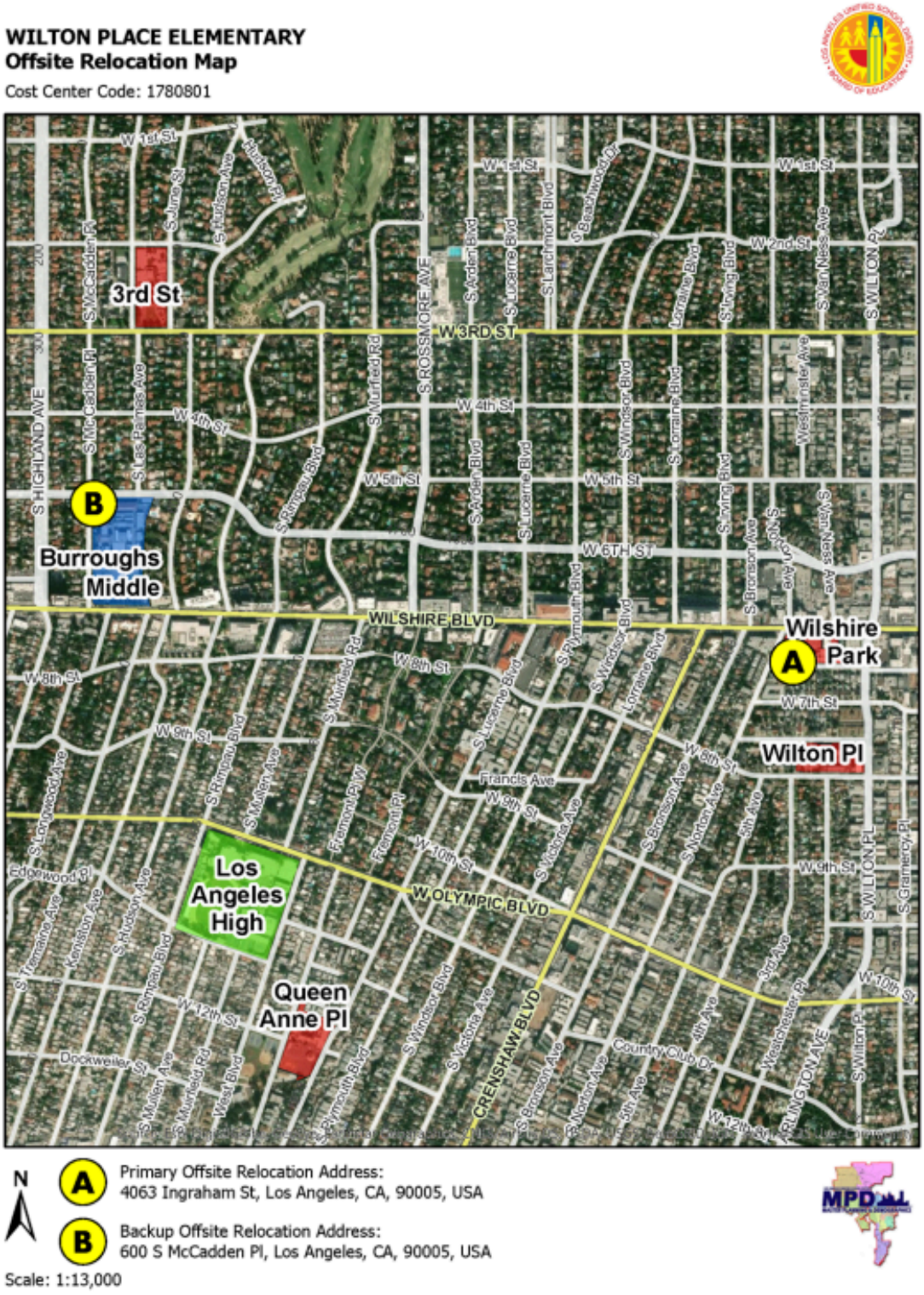
Wilton Emergency Contact List

3.21 School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

TITLE	NAME	WORK NUMBER
Principal	RALLION, MARIE FRANCE	(213) 389-1181
Assistant Principal 1	LANGLEY, SHARON	(323) 851-0020
Assistant Principal 2		
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	YOO, HYON DOUK	(213) 389-1181
Cafeteria Manager	GHAZOUANI, NAJET	(323) 654-1966
Financial Manager	RALLION, MARIE FRANCE	(213) 389-1181
Plant Manager	PEREZ, JOSE	(818) 340-6677
Custodian	PEREZ, JOSE	(818) 340-6677
Custodian Closest to Site	PEREZ, JOSE	(818) 340-6677
First Person on Campus in AM	PEREZ, JOSE	(818) 340-6677
Last Person on Campus in PM	PEREZ, JOSE	(818) 340-6677

Off Site Relocation Map



Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Safe School Plan Quick Reference Guide

School Safety Plan
Magnolia Science Academy 6
MAGNOLIA PUBLIC SCHOOLS

James Choe, Principal
745 S. Wilton Ave, Los Angeles, CA 90005
(310) 842-8555
jchoe@magnoliapublicschools.org

School Safety Plan Definitions for School

- [redacted]

Emergency Teams:

- [redacted]

School Emergency Contacts Chart

[redacted]

School Incident Command System and Emergency Teams

POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	ALTERNATE
[redacted]			

TITLE/ROLE	NAME
[redacted]	

School Site Specific Considerations

POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	ALTERNATE
[redacted]			

Additional Contacts

DEPARTMENT/AGENCY	NAME & NUMBER
[redacted]	

School Safety Plan
Magnolia Science Academy 7
MAGNOLIA PUBLIC SCHOOLS

Musa Avsar, Principal
18355 Roscoe Boulevard
Northridge, CA 91325
818-886-0585
mavsar@magnoliapublicschools.org

A meeting for public input was held on January 28,2026

Plan Revised January 30,2026

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 12, 2026

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy 7
School Safety Plan
2026-2027

MSA 7's Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]

Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
Musa Avsar	Principal	mavsar@magnoliapublicschools.org
Madeline Cortez	Certificated -	mcortez@magnoliapublicschools.org
	Certificated -	In process of filling position
	Classified -	In progress of filing position
ELizabeth Ashdijianh	Parent	[redacted]

Tiffany James	Parent	[redacted]
Julio, Puga	Parent	[redacted]
Claudia Angulo	Parent	[redacted]
Izell Inductivo	Parent	[redacted]
Nadin Haddad	Parent	[redacted]

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

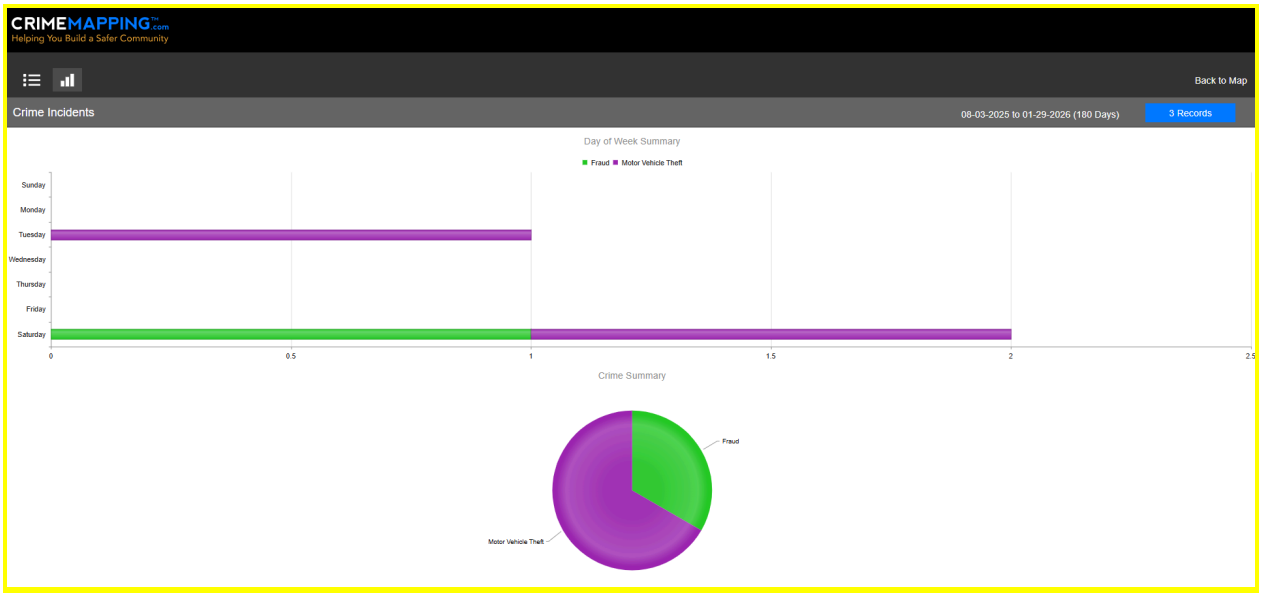
Assessment of Data (Crime Data will be revised at a later time. Issue with Crime Data website)

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 91325 from 8/3/2025 to 1/29/2026:

Type	Number
Total Crimes during time period	3
#1 Motor Vehicle Theft	2
#2 Fraud	1
#3	



This data is represented by the following graphic pulled from source website:
https://www.crimemapping.com/map/location/18355%20Roscoe%20Blvd%2C%20Northridge%2C%20CA%2C%20913 25%2C%20USA?id=dHA9MCN0dj02MDQ0MDg1YyNsb2M9MjU4MTg2MiNsbmc9NDEjZmE9MTQzNTIzODQjaG49MTgzNTUjbGJzPTEwOTo5NTUzMzM4MSNsbj1Xb3JsZA%3D%3D#

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on January 22, 2026 The following data was reviewed:

	2023-24	2024-25	2025-26	Currently as of SAME DATE AS ABOVE
Suspension Data Out-of-School	0	0	0	0
Suspension Data In-School	0	0	0	0
Expulsion Data	0	0	0	0
Office Discipline Referrals ODRs	99	177	102	102
Average Daily Attendance (ADA) Rate	93.56%	93.09%	94.05%	94.05%
Chronic Absenteeism Rate	16.9%	27.3%	17.6%	17.6%
Graduation Rate	n/a	n/a	n/a	n/a

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- Parent Advisory Committee
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

- ## Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Physical Environment

Goal(s):Improve campus safety by enhancing visibility and supervision in identified high-incident areas of the school's physical environment.

Objective: Reduce safety-related incidents in targeted locations (e.g., hallways, restrooms, exterior areas) by addressing lighting, camera coverage, and environmental design needs based on discipline and incident data.

- Related Activities: Analyze office discipline referrals, incident reports, and camera review logs to identify high-incident areas; conduct regular campus safety walkthroughs; improve lighting and landscape visibility; adjust or install security cameras as needed; increase staff supervision in identified areas.
- Resources needed: Office discipline and incident data, campus maps, camera and lighting assessments, maintenance and facilities support, safety walkthrough tools.
- Person(s) responsible for implementation: Administrator, School PBIS Team, Facilities/Maintenance Staff, and District Support Personnel.
- Evaluation guidelines: Monitor trends in safety incidents, office referrals, and supervision logs; review camera footage data and incident reports to measure reductions in incidents within identified areas throughout the school year.

Component 3: School's Social Climate

Goal(s): Improve the school's social climate by reducing incidents of bullying, harassment, and peer conflict through prevention, reporting, and intervention strategies.

- Objective: Reduce incidents of bullying, harassment, and peer conflict and improve students' sense of safety and belonging, as identified through discipline data and student climate surveys.
- Related Activities: Review bullying and harassment data during monthly PBIS and MTSS meetings; implement targeted SEL lessons and restorative practices; increase staff supervision during identified high-risk times and locations; provide staff training on recognizing and responding to bullying and/or peer conflict behaviors.
- Resources needed: PBIS and MTSS behavior data, student climate survey results, SEL curriculum, restorative practice materials, behavior intervention plans, and counseling support services.
- Person(s) responsible for implementation: Administrator, School Counselor(s), MTSS Coordinator, PBIS Team, Teachers, and Support Staff.
- Budget: Refer to the school's annual budget.
- Evaluation guidelines: Analysis of bullying and harassment reports, office discipline referrals, student climate survey data, counseling logs, and PBIS data tracker to monitor progress and effectiveness throughout the school year.

School Maps

Facilities Map

Emergency Map

Emergency Drills

Status Report Form

Magnolia Science Academy **DATE:_____**

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME_____ ROOM_____

TEACHER'S ASSISTANT'S NAME:_____ PRESENT: YES____ NO_____

PARENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

STUDENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

TYPE OF EMERGENCY DRILL:

FIRE:_____ DROP/TAKE COVER:_____ EARTHQUAKE:_____ LOCK DOWN:_____

SHELTER IN-PLACE:_____ EVACUATION:_____ OTHER:_____

ALL STUDENTS ACCOUNTED FOR: YES:_____ NO:_____

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	**LOCATION**

OTHER:

STUDENT WHO ARE ABSENT:	**STUDENT WHO LEFT EARLY:**

Emergency Drill Evaluation

MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar

2026-2027

H.O.S.T. Crisis Communication

1. [redacted]

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc., will also be noted on a list kept at the school.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (Penal Code 11166).

Reporting Procedures

1. **Initial Telephone Report**
   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department (Penal Code 11165.9, 11166).

   - Los Angeles County 800-540-4000 or https://reportChildAbuseLA.org

- Orange County 714-940-1000 or 800-207-4464 and Forms | County of Orange Social Services Agency
- San Diego County 858-560-2191 or 800-344-6000

2. **Written Report**
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) (Penal Code 11166, 11168).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess,

	transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	At least two adults must be present in any vehicle transporting students. One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable fingerprint background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries policy, Visitor and Volunteer policies, and Employee Handbook.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:

- School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.

4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.

3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communcaiton. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.

- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school-wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying-related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Instructional Continuity Plan for Site-Based Schools

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Magnolia Public Schools ("MPS" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") states how MPS will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

- "Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.
- "In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.
- "Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.
- "Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, Zoom, through Google Classroom etc.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification MPS shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction will be closed as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to MPS's Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows:

    - Students will have access to lessons via an online portal, such as Google Classroom.
    - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided printed, weekly packets to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or
    - If an emergency or natural disaster disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county office of education, or charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family.

Communication

MPS's communication platform is ParentSquare and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and MPS employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through Google Classroom;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email, phone calls, ParentSquare messages, or Google Classroom messages;

- The Charter School's website and ParentSquare will:

  - Identify whether instruction is in-person, remote, or hybrid;
  - Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
  - Provide an outlook for when and how normal operations will resume. through the Charter School's ParentSquare, and when in-person instruction will resume.

- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every day.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Teacher-created tests and assessments, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Portfolios, State Standards testing, journals, presentations, quizzes, labs, interim assessments, and final examinations.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: reading difficulty screener (K-2), NWEA Measures of Academic Progress testing, and IXL.

Each student and their parent/guardian will receive confidential results of the above assessments through Google Classroom or Infinite Campus.

Academic Support

Students demonstrating the needs for additional support will be contacted by the school site's Academic Lead, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the
federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Academic Lead or Special Education Coordinator will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at (213) 628-3634.

The Academic Lead will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Director of Special Education at (213) 628-3634.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Academic Lead or EL Coordinator will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of EL and ELA Programs at (213) 628-3634.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless Student Liaison or the Foster Student Liaison at (213) 628-3634 for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

MPS recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Students and families will continue to have access to counseling services to support their mental health and emotional well-being. School psychologists and counselors will be available through virtual platforms, phone calls, and email to provide counseling check-ins, crisis intervention, and resources tailored to individual needs. These services aim to ensure continuity of care and help families navigate any challenges they may face during this period.

Available in the Community:

- CareSolace is available to quickly connect the school community to available mental health providers, substance use treatment, and social services matched to their needs. CareSolace can be reached at:
  - Call 888-515-0595. Multilingual support is available 24/7/365
  - Visit www.caresolace.com/mpsfamilies and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school Magnolia Public Schools will work with our food service providers, following the National School Lunch program distribution meal program guidelines, so that all students are appropriately serviced. This

includes but is not limited to curbside pick-up, delivery, or frozen multiple meal packages. Meal service times will be communicated with families via ParentSquare.

Expanded Learning Program

If the expanded learning program is interrupted, the Charter School will provide expanded learning opportunities, virtually. Virtual expanded learning opportunities will include an academic enrichment (homework help, tutoring, etc.) component and an educational enrichment (E-Sports, virtual field trips, STEAM clubs, etc.) component. If the Charter School's expanded learning program is sub-contracted to a third-party vendor, the Charter School will collaborate with the third party vendor to ensure the proper implementation of expanded learning programming that includes an academic enrichment component and educational enrichment component.

PROFESSIONAL LEARNING

Within a ten (10) day window of moving into remote learning, MPS will provide teachers with training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, and supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Multi-Tiered System of Response to Behavior

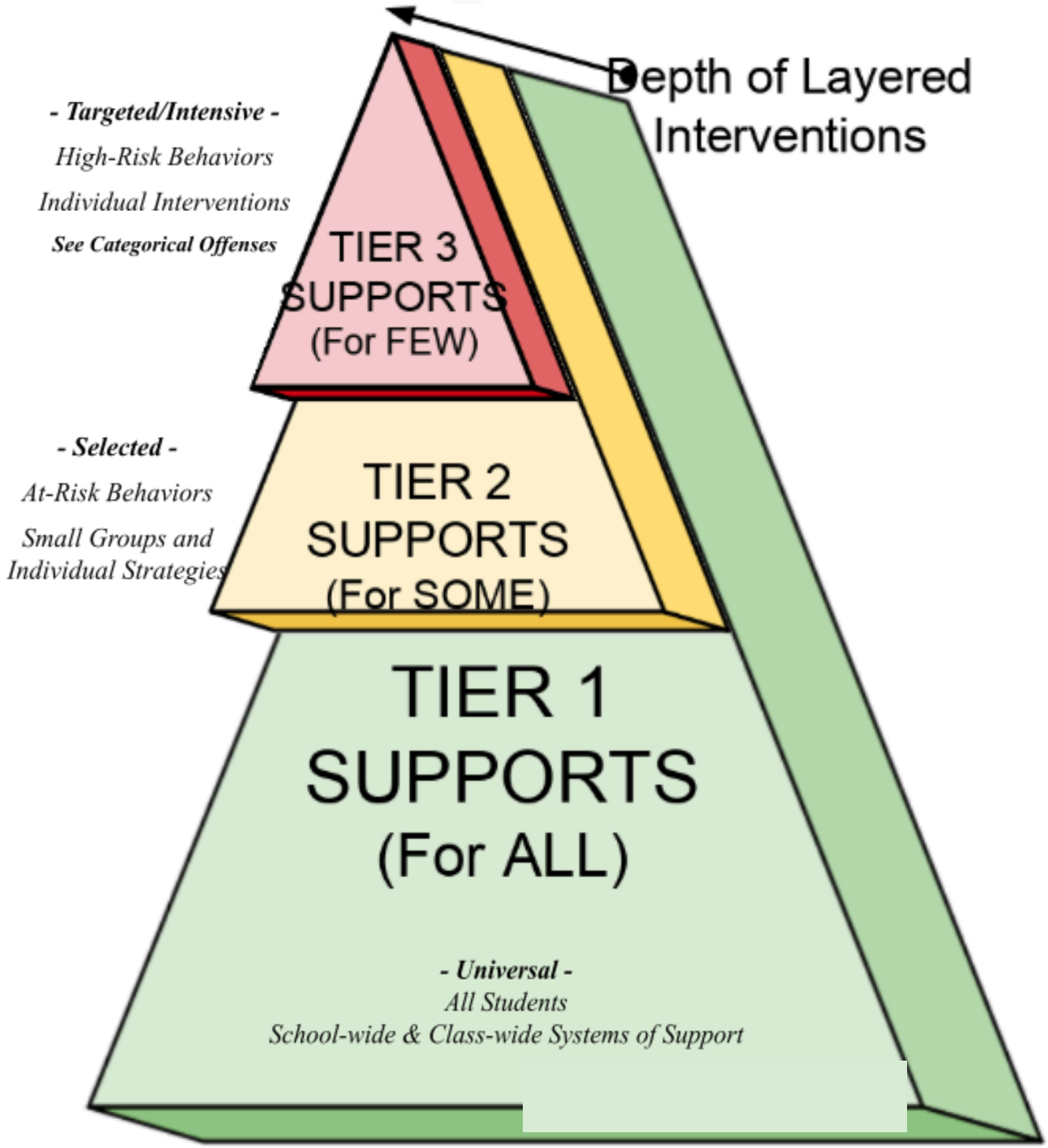
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians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

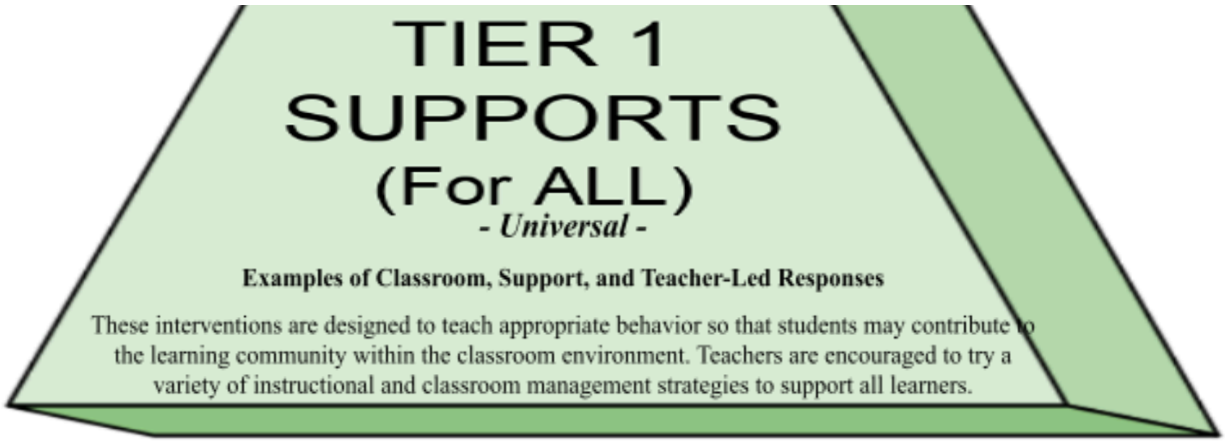
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

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

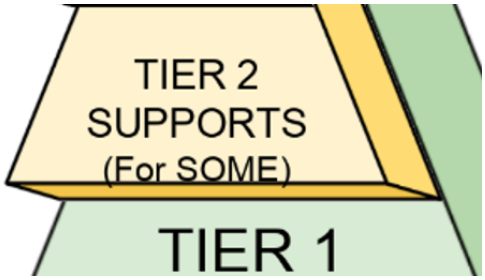
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✔ School-wide PBIS ✔ Social-emotional learning program ✔ Proactive classroom management ✔ Regular, preemptive communication with families ✔ Classroom incentives ✔ Seating, assignment, behavioral accommodations ✔ Conferencing with student(s) and parents ✔ Verbal correction and redirection ✔ Reminders, role-play, daily progress sheet ✔ Loss of classroom privileges ✔ Written and/or verbal reflection

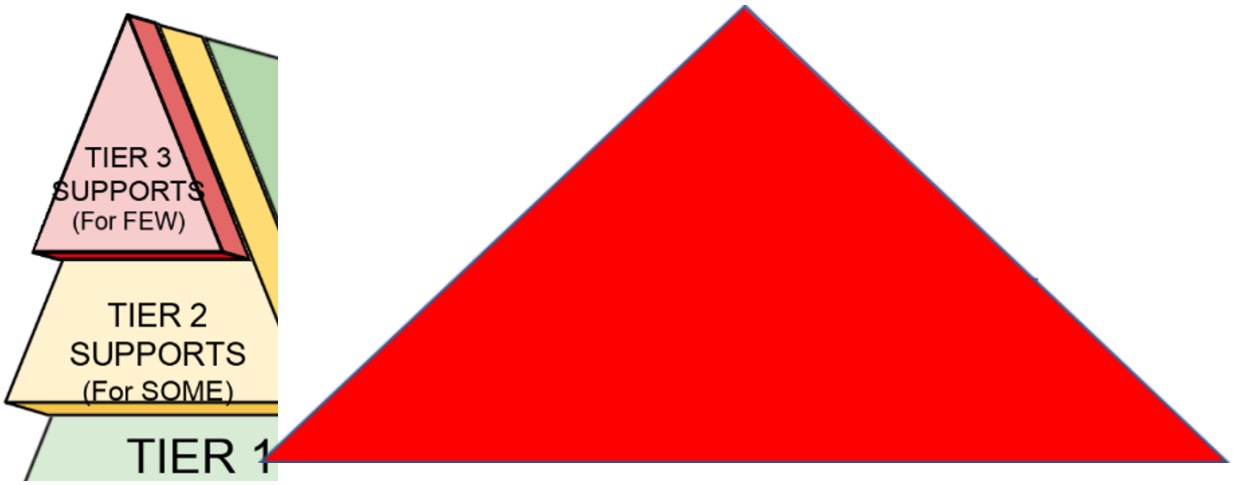


- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	✔ Behavioral contract ✔ Self-monitoring ✔ School-home communication ✔ Adult or peer mentorship ✔ Utilize check-in and check-out system ✔ Intensive academic and/or social support ✔ Reflection (lunch, after school, Saturday, etc.) ✔ Refer student to SSPT ✔ Loss of privileges ✔ Counseling ✔ Temporary removal from class ✔ Extended school day ✔ Suspension and/or expulsion



Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✔ All Tier 1 and Tier 2 interventions ✔ FBA-based behavior intervention plans ✔ Teaching replacement behavior ✔ Home and community supports ✔ Self-management program ✔ Restricted access ✔ In-school reflection and/or suspension ✔ Short-term out-of-school suspension ✔ Extended out-of-school suspension ✔ Request for alternate educational setting ✔ Suspension and/or expulsion

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

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

In School Suspension

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

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

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

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

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

2. **Notice to Parents/Guardians**

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

3. **Suspension Time Limits/Recommendation for Expulsion**

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

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

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. **Suspension Appeals**

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

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

Authority to Expel

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

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

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

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

others, the parent/guardian or Charter School may request a hearing.

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

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

Students with an IEP

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

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.
E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or winfully defied the valid authority of school personnel (Grades 9-12 only)
- (i) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 onry)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, selling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to comm.it a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

Sample
Confidential
Memorandum

To: **_____,** Teacher
From: **_____,**Principal
Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Public Schools ("MPS") to address sex discrimination, including but not limited to sexual harassment, occurring within MPS's education program or activity.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in MPS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults.

  o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

  o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.

  o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

  o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

  o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or

bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500

Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Gokhan Serce

Chief Academic Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012 Office: (213) 628-3634 | Fax: (714) 362-9588

gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with

the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefore simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and

- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up

to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from MPS.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[1]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

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Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
   - Accommodations for Pregnant and Parenting Pupils;
   - Adult Education;
   - After School Education and Safety;
   - Career Technical Education;
   - Career Technical and Technical Training;
   - Child Care and Development;
   - Compensatory Education;
   - Consolidated Application;
   - Course Periods without Educational Content;
   - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
   - Every Student Succeeds Act;
   - Local Control & Accountability Plans (LCAP)/LCFF;
   - Migrant Education;
   - Physical Education Instructional Minutes;
   - Pupil Fees;
   - Reasonable Accommodations to a Lactating Pupil;
   - Regional Occupational Centers and Programs;
   - School Plans for School Achievement;
   - School Safety Plans;
   - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
   a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

These behaviors should only be ex ercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;

- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.

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

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No jean/denim style pants
No Cargo pants/shorts.
Must have a built-in pocket not a sewn-on pocket.

<u>Undergarments</u>
All undergarments, including bras, boxer shorts, etc., should not be visible
<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform,
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

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

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), MPS shall ensure prompt notification to parents/guardians, pupils, teachers, administrators, and school personnel when federal immigration enforcement is confirmed to be present on or immediately adjacent to school grounds.

Definitions

- Immigration enforcement: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- Confirmed presence: Visual sighting by staff, verbal acknowledgment by the agent, presentation of credentials, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on or immediately adjacent to the school site, the site administrator or designee shall, as soon as possible and without unnecessary delay, direct the issuance of notifications to:

- All parents/guardians
- All pupils
- All teachers, administrators, and school personnel

Notifications shall be sent using the school-wide messaging platform of Parent Square. School staff will also receive a notification via email to inform them of the presence.

Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include, at minimum:

- Confirmation that immigration enforcement is occurring on or near campus
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated):

NEARBY ICE ACTIVITY

Release Date: ASAP, timed response
Platform: ParentSquare (MSA 7 Families & Staff)
Subject: Notification of Nearby ICE Activity

Dear Magnolia Families,

We have been made aware of the presence of Federal Immigration and Customs Enforcement (ICE) activity near our school campus.

We understand that this may cause concern for families, and we want to reassure you that the safety and well-being of our students and staff remain our top priority. **At this time, no action is required, and normal school operations are continuing.**

Please remember that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.

Thank you for your continued support and understanding. If you have any questions, don't hesitate to call the main office.

Sincerely,

Musa Avsar
Magnolia Science Academy 7

ICE ON CAMPUS

Release Date: ASAP, timed response
Platform: ParentSquare (MSA 7 Families & Staff)
Subject: Urgent: ICE on Campus

Dear Magnolia Families,

We're writing to let you know that Federal Immigration and Customs Enforcement (ICE) personnel are currently on our campus.

We are actively monitoring the situation and following all established protocols to protect our students and staff. **Please note that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.**

We will continue to provide updates. If you have concerns, contact the front office.

Sincerely,

Musa Avsar
Magnolia Science Academy 7

Follow-Up Notification

As soon as immigration enforcement efforts have ceased or the agents have departed the campus or immediate area, an “all-clear” notification shall be sent using the same methods.

FOLLOW-UP NOTIFICATION

Release Date: ASAP, timed response
Platform: ParentSquare (MSA 7 Families & Staff)
Subject: Urgent: All Clear

Dear Magnolia Families,

We are writing to inform you that ICE activity in the area has concluded.

All students and staff are safe, and regular campus operations have resumed. Thank you for your patience and trust as we worked to ensure the safety of our school community.

Sincerely,

Musa Avsar
Magnolia Science Academy 7

MPS School Sponsored Field Trips & Cultural Excursions Policy

The Board of Directors of Magnolia Public Schools ("MPS" or the "Charter School") recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill MPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate lifelong learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out appropriately to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Definition

- A "field trip or cultural excursion" involves students leaving MPS grounds to participate in school-sponsored educational opportunities in connection with MPS's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co curricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The principal shall have the authority to approve all in and out of state day and overnight field trips and excursions with consultation of the MPS Academic and Finance Teams. Requests for out of country travel shall be brought before the Board of Directors for approval. The principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The principal will ensure that the following items will be adhered to for all MPS field trips and excursions:

1. The proposed field trip or cultural excursion relates to MPS's educational objectives.
2. The correct ratio of adults to students is met for supervision of the activity.
3. A means of transportation to and from the activity is provided.
4. Adequate restroom facilities, food and water will be available during the activity.

The principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons who are not employees of Magnolia Public Schools making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field

trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student.
2. Any medications the student is required to take with the time and dosage required.
3. Any medications the student is allergic to.
4. Any other medical information necessary to ensure the student's safety.
5. Waiver as described above.

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

The Charter School will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all MPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from their student injuries on campus or while participating in a Charter School sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the principal.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, responsibilities of the parent volunteers, and language or behavior requirements of all attendees.

To ensure student safety, any non-employee chaperones supervising students on a field trip must be a Certified Volunteer (C-Volunteer). All prospective chaperones must review the Magnolia Public Schools Volunteer, Visitation, Shadowing, and Removal Policy, complete the C-Volunteer Application Form, and agree to the Volunteer Commitment and Procedures. These forms must be submitted to the school office for processing. The office will provide confirmation once the volunteer clearance is approved. Only individuals who have completed this process and received clearance may serve as chaperones on any school field trips.

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All persons who are not employees of Magnolia Public Schools taking in-state or out-of state field trips or excursions and all parents or guardians of pupils taking in-state or out of-state field trips or excursions are required to sign a statement waiving all claims against MPS, its employees, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If vans are used, the vans cannot be manufactured to carry more than ten (10) occupants (including the driver). Simply removing seats or not

filling the occupancy does not meet the legal requirements. In addition, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

5. The minimum age requirement to transport passengers is twenty-five years old.

Each of these items will be provided to the principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed.

5. Maps and directions from the teacher should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake
- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: mavsar@magnoliapublicschools.org; (818) 221-5328. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other

important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate the outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway, and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching, and support staff may also be part of the team but may act only when assigned specific duties by the Principal or designee.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress-positive actions were taken by the school.

- Announce new changes made after the incident has passed.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents

Evacuation Incident Quick Roles

Primary Positions- All staff should report to their primary positions after ensuring any students under their supervision are safe/accounted for with their main class.

Secondary Positions- Staff should report to their secondary position ONLY IF CALLED upon by 'Command 2.' The Security Team and Search & Rescue are exceptions—these teams should complete their primary duties first then immediately move on to secondary and tertiary responsibilities.

Main Gates

Gates

Person	Primary Position	Secondary Position	Duties
Avsar	Command 1	Command 2	During a crisis, directs all crisis operations, logistics, and communications. Verifies facts, contacts LD, and coordinates all crisis response and intervention services.
V. Romero	Request Gate	Manage	Processes parent requests for student pick-up.
Garcia	Release Gate	Request Gate	Deals w/ parents receiving students, emergency vehicles, and the law enforcement and/or LA Fire Department entering campus.
Alas	Request Runner	Reunion Gate	Submits request from request gate to reunion gate, chaperones students to release gate
Padilla	Reunion Gate	-	Retrieve students being requested by request runner from the assembly area
Moreira		Request Runner	

Security

Person	Primary Position	Secondary Position	Duties/ Tertiary Positions
Avsar	Site Security	Evacuation Site Set Up	Ensures school site security, and secures gates. Reports to Request and Release gates to provide security and order to parents and students exiting campus
Dikyurt		Evacuation Site Set Up	Reports to Request and Release gates to provide security and order to parents and students exiting campus
Carbajal	Utilities	Evacuation Site Set Up	Performs short-term repairs and shuts of utilities as necessary. Then reports to the Reunion gate as student security and supply runner.
Ramirez		Search & Rescue	Supports shut off utilities. Then, reports to Search and Rescue for support. Finally reporting to the Request gate as a request runner

Blacktop

Search and Rescue

Person	Primary Position	Secondary Position	Duties/ Tertiary Positions
Yoon	Command 2	Command 1	Coordinates information given between “manage” and the search and rescue team. Dispatches rescue team with the necessary equipment. Provides final clearance for search and rescue once all missing

			individuals are accounted for. Give final clearance for return to campus.
Paz	Manage	*Request Gate*	Retrieves student accountability counts from teachers and reports missing persons to S&R
Rivera	Search	*Release Gate*	The Search Team is responsible for preparing and performing search and rescue operations during an emergency. Involves assessing a scene, locating victims, and documenting their location.
Lee		*Request Runner*	
Vergara	Rescue	*Triage*	The Rescue Team is responsible for preparing and performing search and rescue operations during an emergency. Involves the procedures and methods required to extract the victims from campus and transport them to first-aid/triage.
Rodriguez		*Triage*	

Medical

Person	Primary Position	Secondary Position	Duties
Gonzalez	Psychological Aide	-	Brings mental health and trauma expertise in working with students & families. Assists admin with the risk assessment, gathering background information, including interviews and statements from the person of interest & witnesses.
Guzman		-	Brings mental health and trauma expertise in working with students & families.
Cayco	First Aide	-	The team ensures that first aid supplies are available and performs medical first aid/triage.
Trinidad		*Psychological Aide*	
Melloy	Triage	*5B*	The team ensures first-aid supplies are available, provides first-aid, documents injuries, and stabilizes injured individuals until professional medical personnel arrive on site.

Assembly Area

Classes

Person	Primary Position	Secondary Position	Duties
Bolden	Command 3	Command 2	Coordinates teachers and students in an orderly manner away from danger to the assembly area. Monitors persons entering and exiting the field assembly area. Ensures any student in the assembly area in distress or injured is immediately provided support by medical/psych
Saldana	TK	-	Directing students in an orderly manner to the main assembly area. Taking a role to ensure accountability and assess students for injuries or distress. Reporting any missing, injured, or distressed students to management during headcounts. Monitoring students to ensure they remain calm, seated, and exhibiting appropriate behavior. Directing students one at a time to use the restroom as needed.
Cortez	KA	-	
Bingham	TK/KA		
Acosta	TK/KA		
Meadows	1A	First Aide	
Black	2A	-	
	2B	*Search & Rescue*	
Ozkay	3A	-	
Berrios	3B		
Sirault	4A		
Tarver	5A	-	
Melloy	5B	Triage/First Aide	
TBD	-	Restroom Support	

Melara	TK-1st Support	First- Aide	Provide additional support to teachers and students in the main assembly area. Making sure students are calm, seated, and displaying appropriate behaviors.
Dikyurt	2nd- 3rd Support		
Sevilla	4th-5th Support	-	
Munoz	1-on-1 Support	TK-1st Support	Providing 1-on-1 support to assigned students to ensure safety and understanding.
Chavez		2nd- 3rd Support	
Rodriguez		*Search & Rescue*	

Restrooms

Person	Primary Position	Secondary Position	Duties
Carbajal	Restroom	-	Ensure emergency restroom facilities are maintained after each use.
Nuno	Restroom Support	TK-1st Support	Use written documentation to track student use of the restroom. Keep the area and students calm and organized.
TBD		2nd- 3rd Support	
Bocanegra		4th-5th Support	

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Safe School Plan Quick Reference Guide

Magnolia Science Academy 7
MAGNOLIA PUBLIC SCHOOLS

18355 Roscoe Boulevard
Northridge, CA 91325
818-886-0585
Musa Avsar, Principal
mavsar@magnoliapublicschools.org

School Safety Plan Definitions for School

- [redacted]

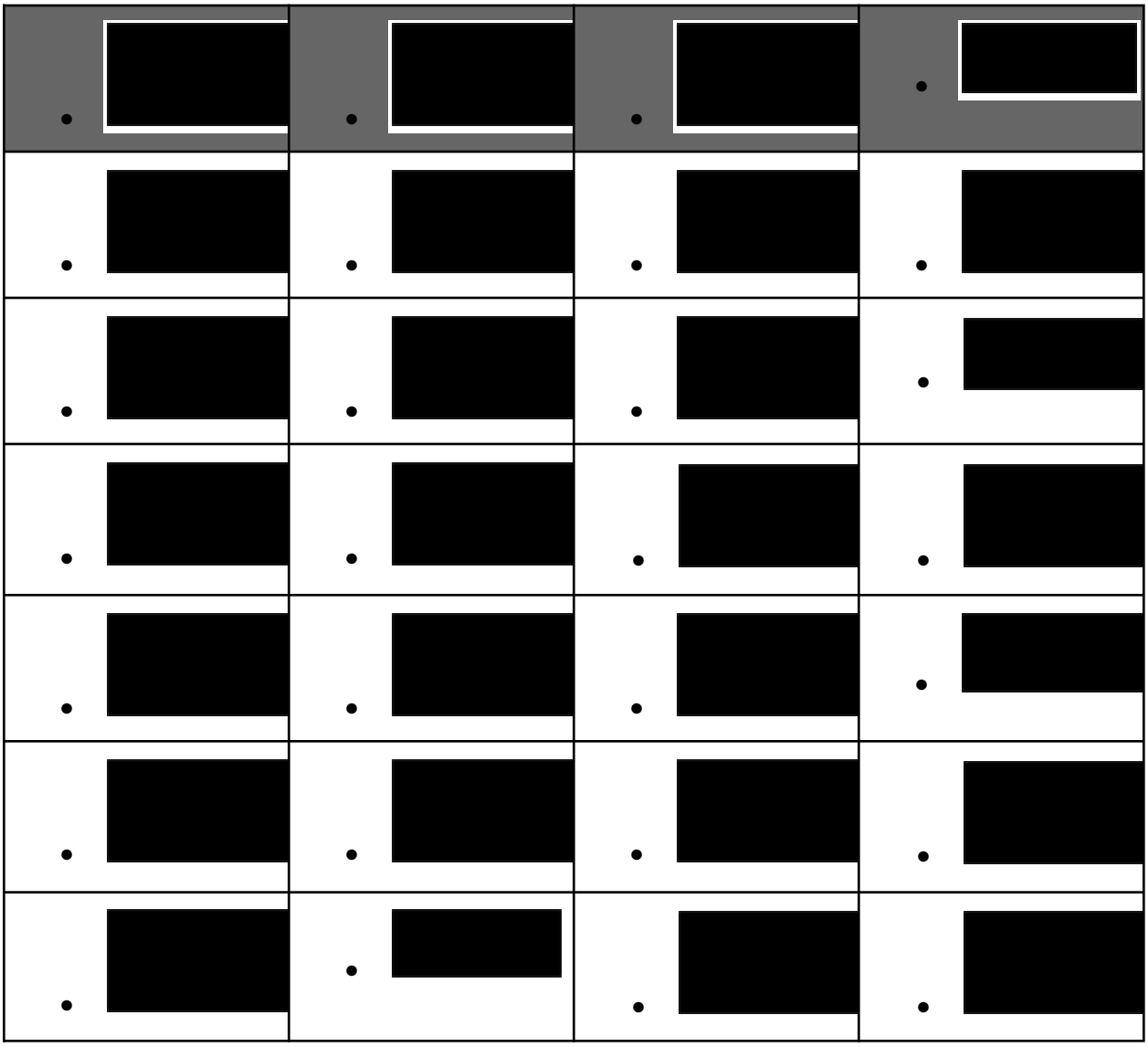
Emergency Teams:

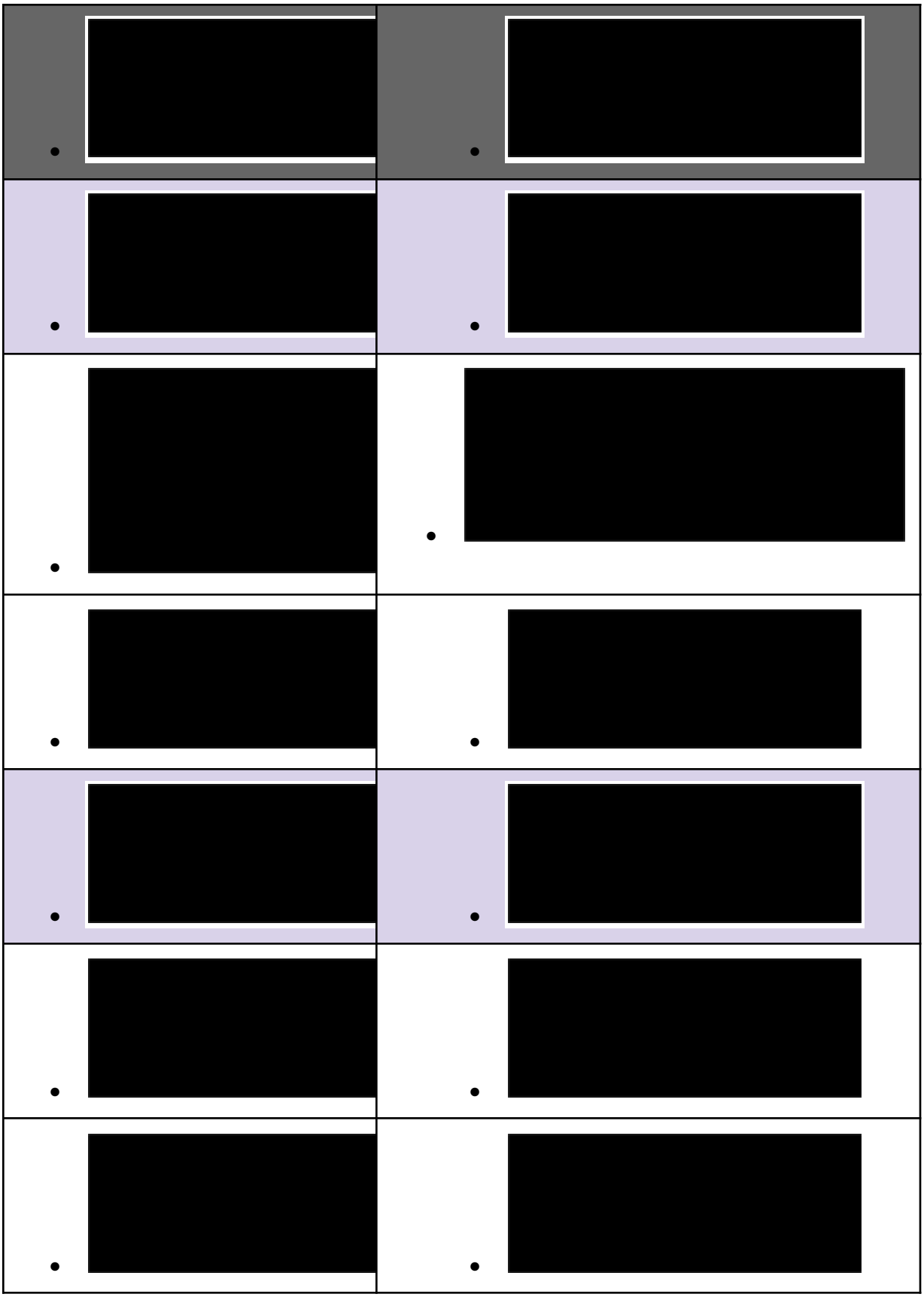
- [redacted]

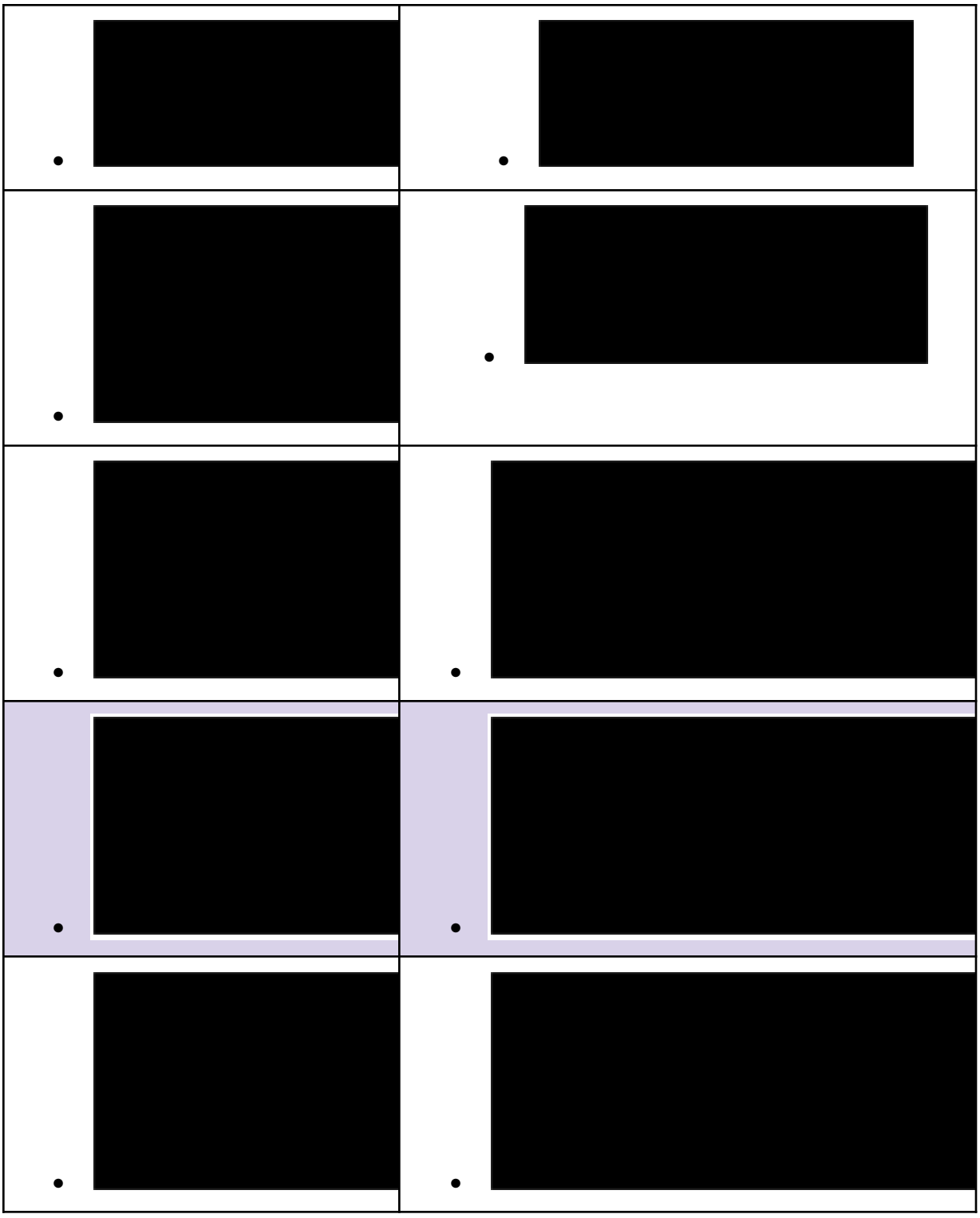
School Emergency Contacts Chart

- [redacted]

School Incident Command System and Emergency Teams







School Site Specific Considerations

[redacted]

- [redacted]

Crisis Response Team Chart

- [redacted]

• [redacted]	• [redacted]	• [redacted]	• [redacted]
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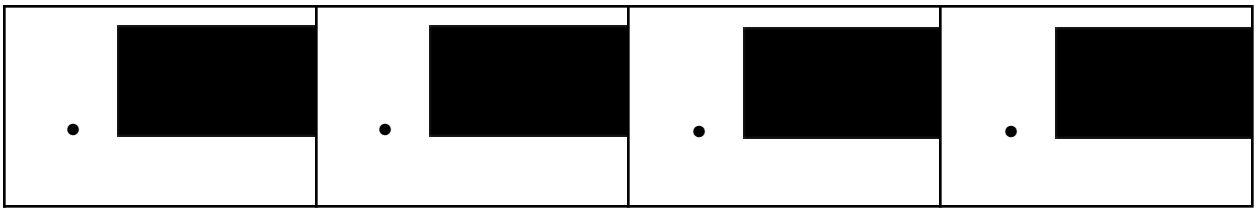
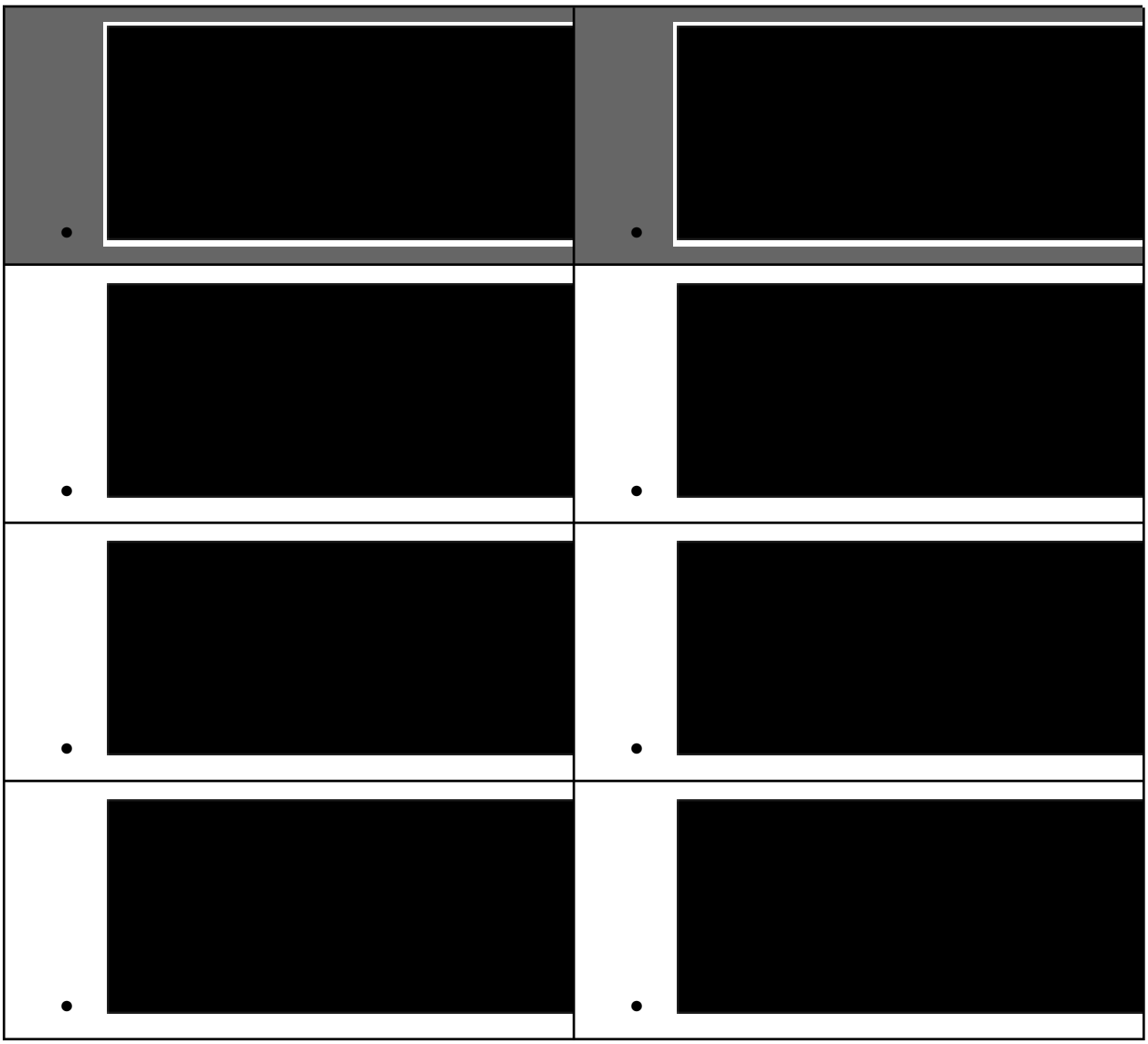


Additional Contacts



School Safety Plan

Magnolia Science Academy- Bell
MAGNOLIA PUBLIC SCHOOLS

Adrian Uribe, Principal
6411 Orchard avenue
Bell, Ca 90201
323-826-3925
auribe@magnoliapublicschools.org

A meeting for public input was held on January 29th, 2026

Plan Revised January 29th, 2026

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 12, 2026

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy- Bell
School Safety Plan
2026-2027

Magnolia Science Academy Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]

Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
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Maribel Gonzalez	Classified -	mzgonzalez@magnoliapublicschools.org
Lisset Thompson	Parent	[redacted]

Sonia Vinueza	Parent	[redacted]

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

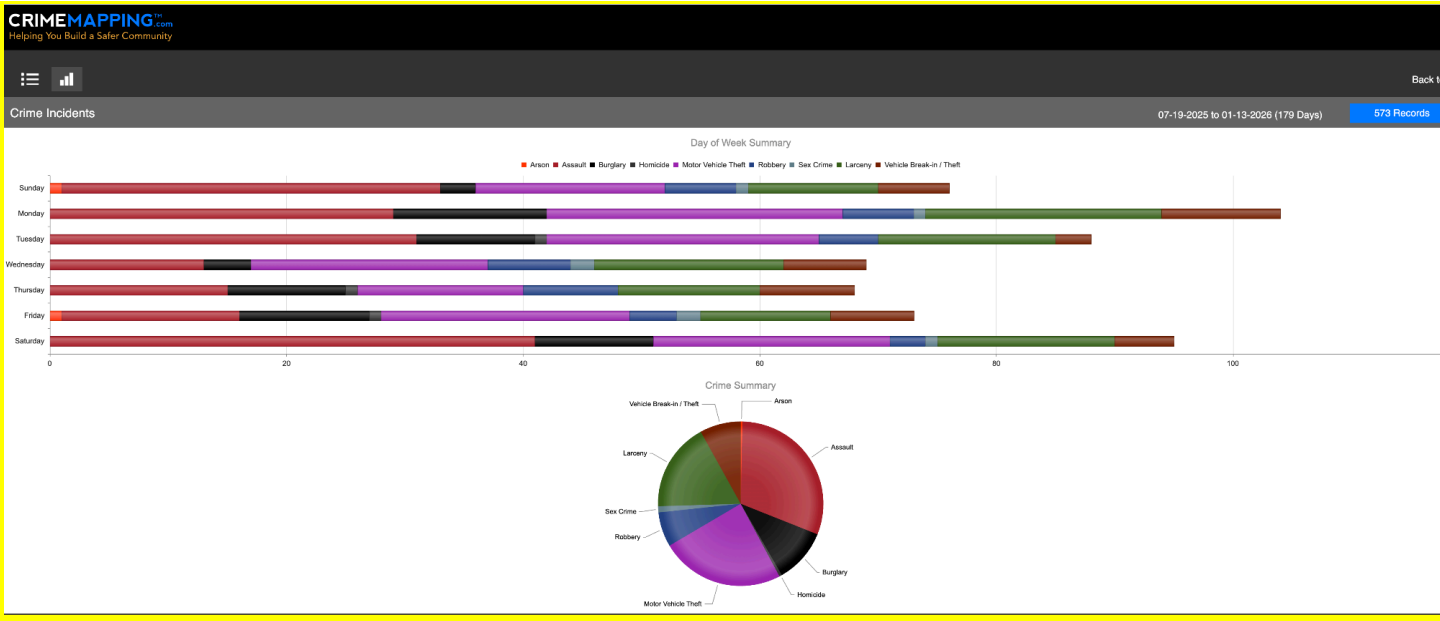
Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 90201 from 7/2025 to 1/2026:

Type	Number
Total Crimes during time period	573
Top #1 Assault	176
#2 Motor Vehicle Theft	139
#3 Larceny	100



This data is represented by the following graphic pulled from source website:
https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbmc9NTUjcGw9NjY3MDg0I2xicz0xNDo0MTMxMjkwI2xuPUVhZ2xlTG9jYXRvcg==

School-wide Data

Data regarding the school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on 1/12/2026 The following data was reviewed:

	2022-23	2023-24	2024-25	Currently as of 1/12/2026
Suspension Data Out-of-School	14	19	30	2
Suspension Data In-School	0	0	1	0
Expulsion Data	1	1	0	0
Office Discipline Referrals ODRs	N/A	N/A	N/A	144
Average Daily Attendance (ADA) Rate	96.33%	92.62%	91.99%	94.62%
Chronic Absenteeism Rate	28.4%	27.2%	27%	13%

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- Parent Advisory Committee
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Component 1: School Climate

Goal(s):

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Physical Environment

Goal(s):

- Objective: The objective is to keep our Suspension rates to < 1%
- Related Activities: Consistent use of our SEL curriculum to teach our students character strength and incorporate restorative circles in the classrooms to support building staff-student relationships.
- Resources needed: Positivity Project Curriculum, Staff
- Person(s) responsible for implementation: MSA-Bell Staff
- Budget: Refer to school budget
- Evaluation guidelines: End of year school suspension rates

Component 3: School's Social Climate

Goal(s):

- Objective: Maintain a Chronic Absenteeism rate of < 10%
- Related Activities: Home Visits, Creating a Welcoming Environment Staff PD, Early Collaboration with Families, Targeted meetings to create attendance goals in August.
- Resources needed: School Staff, Staff PD, Families
- Person(s) responsible for implementation: All staff, Families
- Budget: Refer to School Budget
- Evaluation guidelines: Home visits vs. End of School Year Chronic Absenteeism Rate

School Maps

Facilities Map

Emergency Drills

Status Report Form

Magnolia Science Academy **DATE:_____**

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME_____ ROOM_____

TEACHER'S ASSISTANT'S NAME:_____ PRESENT: YES____ NO_____

PARENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

STUDENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

TYPE OF EMERGENCY DRILL:

FIRE:_____ DROP/TAKE COVER:_____ EARTHQUAKE:_____ LOCK DOWN:_____

SHELTER IN-PLACE:_____ EVACUATION:_____ OTHER:_____

ALL STUDENTS ACCOUNTED FOR: YES:_____ NO:_____

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Evaluation

MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar

2026-2027

H.O.S.T. Crisis Communication

1.

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.

- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc., will also be noted on a list kept at the school.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (Penal Code 11166).

Reporting Procedures

1. **Initial Telephone Report**
   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department (Penal Code 11165.9, 11166).

- Los Angeles County 800-540-4000 or https://reportChildAbuseLA.org
- Orange County 714-940-1000 or 800-207-4464 and Forms | County of Orange Social Services Agency
- San Diego County 858-560-2191 or 800-344-6000

2. **Written Report**
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) (Penal Code 11166, 11168).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or

	equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	At least two adults must be present in any vehicle transporting students. One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable fingerprint background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries policy, Visitor and Volunteer policies, and Employee Handbook.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:

- School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.

5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.

3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communication. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.

- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school-wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying-related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Instructional Continuity Plan for Site-Based Schools

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Magnolia Public Schools ("MPS" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") states how MPS will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

- "Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.
- "In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.
- "Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.
- "Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, Zoom, through Google Classroom etc.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification MPS shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction will be closed as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to MPS's Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows:

    - Students will have access to lessons via an online portal, such as Google Classroom.
    - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided printed, weekly packets to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or
    - If an emergency or natural disaster disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county office of education, or charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family.

Communication

MPS's communication platform is ParentSquare and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and MPS employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through Google Classroom;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email, phone calls, ParentSquare messages, or Google Classroom messages;
- The Charter School's website and ParentSquare will:

    - Identify whether instruction is in-person, remote, or hybrid;
    - Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
    - Provide an outlook for when and how normal operations will resume. through the Charter School's ParentSquare, and when in-person instruction will resume.

- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every day.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Teacher-created tests and assessments, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Portfolios, State Standards testing, journals, presentations, quizzes, labs, interim assessments, and final examinations.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: reading difficulty screener (K-2), NWEA Measures of Academic Progress testing, and IXL.

Each student and their parent/guardian will receive confidential results of the above assessments through Google Classroom or Infinite Campus.

Academic Support

Students demonstrating the needs for additional support will be contacted by the school site's Academic Lead, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the
federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Academic Lead or Special Education Coordinator will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at (213) 628-3634.

The Academic Lead will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Director of Special Education at (213) 628-3634.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Academic Lead or EL Coordinator will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of EL and ELA Programs at (213) 628-3634.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless Student Liaison or the Foster Student Liaison at (213) 628-3634 for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

MPS recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Students and families will continue to have access to counseling services to support their mental health and emotional well-being. School psychologists and counselors will be available through virtual platforms, phone calls, and email to provide counseling check-ins, crisis intervention, and resources tailored to individual needs. These services aim to ensure continuity of care and help families navigate any challenges they may face during this period.

Available in the Community:

- CareSolace is available to quickly connect the school community to available mental health providers, substance use treatment, and social services matched to their needs. CareSolace can be reached at:
  - Call 888-515-0595. Multilingual support is available 24/7/365
  - Visit www.caresolace.com/mpsfamilies and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**

- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school Magnolia Public Schools will work with our food service providers, following the National School Lunch program distribution meal program guidelines, so that all students are appropriately serviced. This includes but is not limited to curbside pick-up, delivery, or frozen multiple meal packages. Meal service times will be communicated with families via ParentSquare.

Expanded Learning Program

If the expanded learning program is interrupted, the Charter School will provide expanded learning opportunities, virtually. Virtual expanded learning opportunities will include an academic enrichment (homework help, tutoring, etc.) component and an educational enrichment (E-Sports, virtual field trips, STEAM clubs, etc.) component. If the Charter School's expanded learning program is sub-contracted to a third-party vendor, the Charter School will collaborate with the third party vendor to ensure the proper implementation of expanded learning programming that includes an academic enrichment component and educational enrichment component.

PROFESSIONAL LEARNING

Within a ten (10) day window of moving into remote learning, MPS will provide teachers with training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, and supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Multi-Tiered System of Response to Behavior

MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the

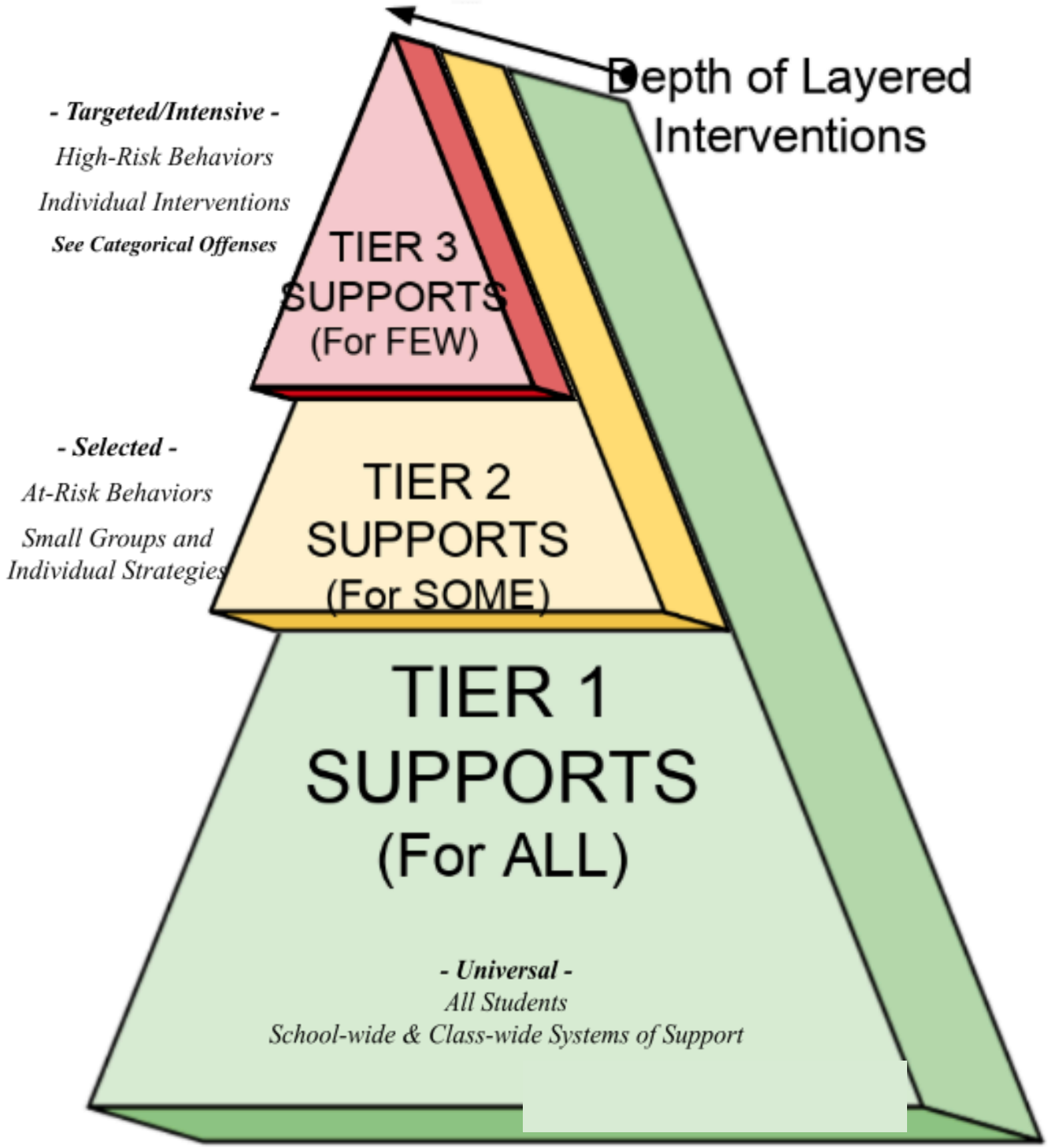
Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

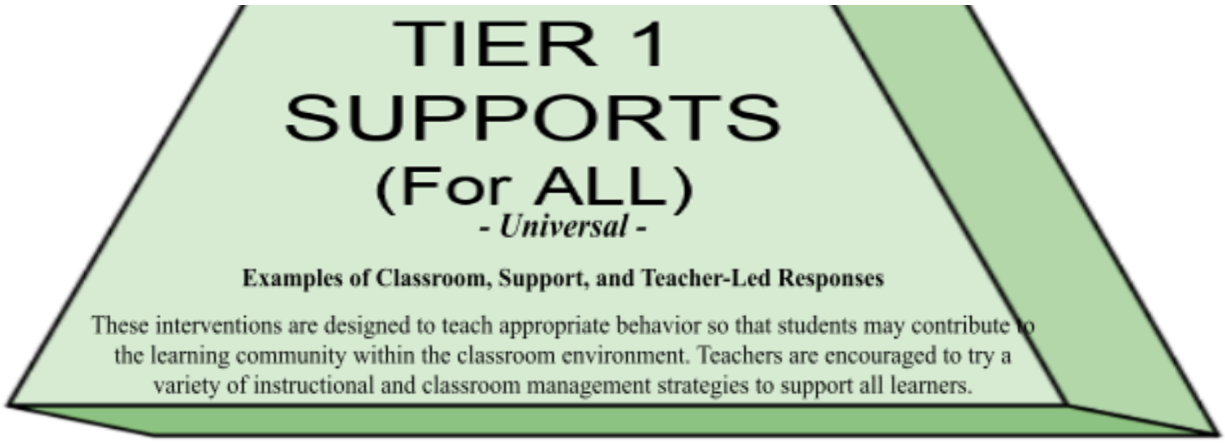
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

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

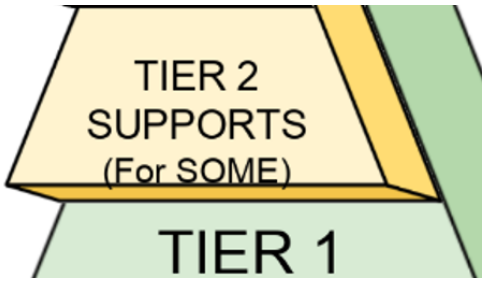
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✔ School-wide PBIS ✔ Social-emotional learning program ✔ Proactive classroom management ✔ Regular, preemptive communication with families ✔ Classroom incentives ✔ Seating, assignment, behavioral accommodations ✔ Conferencing with student(s) and parents ✔ Verbal correction and redirection ✔ Reminders, role-play, daily progress sheet ✔ Loss of classroom privileges ✔ Written and/or verbal reflection



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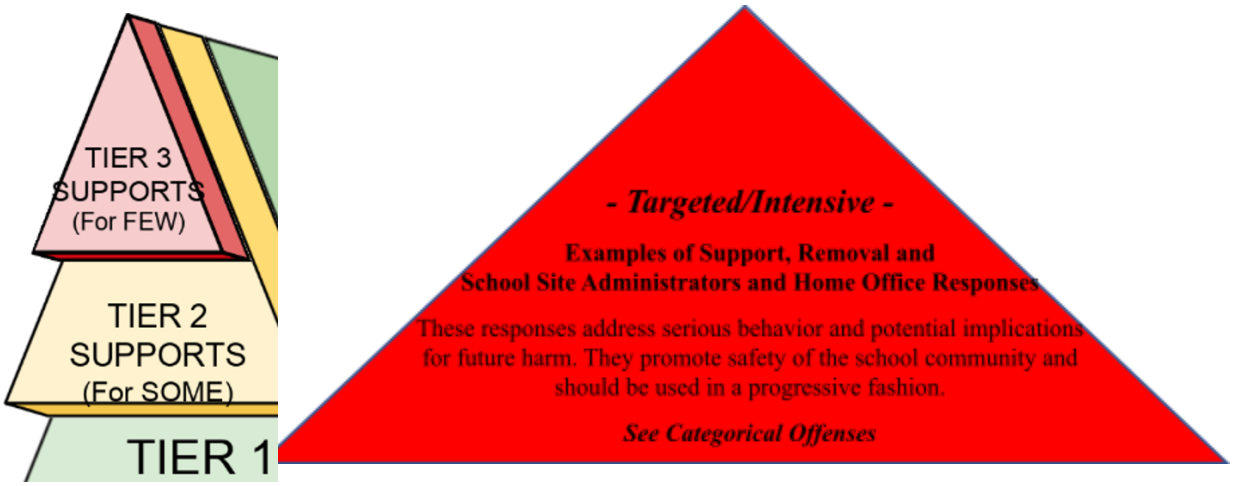
Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	✔ Behavioral contract ✔ Self-monitoring ✔ School-home communication ✔ Adult or peer mentorship ✔ Utilize check-in and check-out system ✔ Intensive academic and/or social support ✔ Reflection (lunch, after school, Saturday, etc.) ✔ Refer student to SSPT ✔ Loss of privileges ✔ Counseling ✔ Temporary removal from class ✔ Extended school day ✔ Suspension and/or expulsion



Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✔ All Tier 1 and Tier 2 interventions ✔ FBA-based behavior intervention plans ✔ Teaching replacement behavior ✔ Home and community supports ✔ Self-management program ✔ Restricted access ✔ In-school reflection and/or suspension ✔ Short-term out-of-school suspension ✔ Extended out-of-school suspension ✔ Request for alternate educational setting ✔ Suspension and/or expulsion

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not

be removed until the Charter School issues a final decision. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student’s independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

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

In School Suspension

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

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a

ii. person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
iii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
iv. Causing a reasonable student to experience substantial interference with their academic performance.
v. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

iii. Causing a reasonable student to experience substantial interference with their academic performance.

iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:

(a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political,

or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

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

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

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

2. **Notice to Parents/Guardians**

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

3. **Suspension Time Limits/Recommendation for Expulsion**

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

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

4. **Homework Assignments During Suspension**

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

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

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

5. **Suspension Appeals**

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

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

Authority to Expel

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

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

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

Expulsion Procedures

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

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10)

calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may

7. permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
8. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
9. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
10. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
11. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

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

Rehabilitation Plans

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

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

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

Involuntary Removal for Truancy

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

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

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

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

3. **Procedural Safeguards/Manifestation Determination**
   Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
   b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

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

   If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
   a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
   b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
   c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

4. **Due Process Appeals**
   The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited

administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

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

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

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

5. Special Circumstances

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

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

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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

Students with an IEP

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

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

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

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.
E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property

- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or winfully defied the valid authority of school personnel (Grades 9-12 only)
- (i) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 onry)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, sefling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to comm.it a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

Sample
Confidential
Memorandum

To: **_____,** Teacher
From: **_____,**Principal
Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Public Schools ("MPS") to address sex discrimination, including but not limited to sexual harassment, occurring within MPS's education program or activity.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in MPS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults.

  o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

  o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.

  o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

  o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500

Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Gokhan Serce

Chief Academic Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012 Office: (213) 628-3634 | Fax: (714) 362-9588

gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a

formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;

- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and
- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten

(10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX

Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from MPS.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[1]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

    - and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on

the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent

possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

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Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Reasonable Accommodations to a Lactating Pupil;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that

protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot

guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.
9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be

filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation
Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:
_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

These behaviors should only be ex ercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity;

- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;
- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority.

Dress Code/Uniforms

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

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

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

A Free MPS Uniform Set

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

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

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

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

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.
- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No jean/denim style pants
No Cargo pants/shorts.
Must have a built-in pocket not a sewn-on pocket.

<u>Undergarments</u>
All undergarments, including bras, boxer shorts, etc., should not be visible
<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform,
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

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

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), MPS shall ensure prompt notification to parents/guardians, pupils, teachers, administrators, and school personnel when federal immigration enforcement is confirmed to be present on or immediately adjacent to school grounds.

Definitions

- Immigration enforcement: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- Confirmed presence: Visual sighting by staff, verbal acknowledgment by the agent, presentation of credentials, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on or immediately adjacent to the school site, the site administrator or designee shall, as soon as possible and without unnecessary delay, direct the issuance of notifications to:

- All parents/guardians
- All pupils
- All teachers, administrators, and school personnel

Notifications shall be sent using the school-wide messaging platform of Parent Square. School staff will also receive a notification via email to inform them of the presence.

Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include, at minimum:

- Confirmation that immigration enforcement is occurring on or near campus
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated):

NEARBY ICE ACTIVITY

Release Date: ASAP, timed response
Platform: ParentSquare (Magnolia Science Academy- Bell Families & Staff)
Subject: Notification of Nearby ICE Activity

Dear Magnolia Families,

We have been made aware of the presence of Federal Immigration and Customs Enforcement (ICE) activity near our school campus.

We understand that this may cause concern for families, and we want to reassure you that the safety and well-being of our students and staff remain our top priority. **At this time, no action is required, and normal school operations are continuing.**

Please remember that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.

Thank you for your continued support and understanding. If you have any questions, don't hesitate to call the main office.

Sincerely,

Principal Name
Name of School

ICE ON CAMPUS

Release Date: ASAP, timed response

Platform: ParentSquare (Magnolia Science Academy- Bell Families & Staff)

Subject: Urgent: ICE on Campus

Dear Magnolia Families,

We're writing to let you know that Federal Immigration and Customs Enforcement (ICE) personnel are currently on our campus.

We are actively monitoring the situation and following all established protocols to protect our students and staff. **Please note that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.**

We will continue to provide updates. If you have concerns, contact the front office.

Sincerely,

Principal Name
Name of School

Follow-Up Notification

As soon as immigration enforcement efforts have ceased or the agents have departed the campus or immediate area, an "all-clear" notification shall be sent using the same methods.

FOLLOW-UP NOTIFICATION

Release Date: ASAP, timed response
Platform: ParentSquare (Magnolia Science Academy-Bell Families & Staff)
Subject: Urgent: All Clear

Dear Magnolia Families,

We are writing to inform you that ICE activity in the area has concluded.

All students and staff are safe, and regular campus operations have resumed. Thank you for your patience and trust as we worked to ensure the safety of our school community.

Sincerely,

Principal Name
Name of School

MPS School Sponsored Field Trips & Cultural Excursions Policy

The Board of Directors of Magnolia Public Schools ("MPS" or the "Charter School") recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill MPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate lifelong learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out appropriately to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Definition

- A "field trip or cultural excursion" involves students leaving MPS grounds to participate in school-sponsored educational opportunities in connection with MPS's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co curricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The principal shall have the authority to approve all in and out of state day and overnight field trips and excursions with consultation of the MPS Academic and Finance Teams. Requests for out of country travel shall be brought before the Board of Directors for approval. The principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The principal will ensure that the following items will be adhered to for all MPS field trips and excursions:

1. The proposed field trip or cultural excursion relates to MPS's educational objectives.
2. The correct ratio of adults to students is met for supervision of the activity.
3. A means of transportation to and from the activity is provided.
4. Adequate restroom facilities, food and water will be available during the activity.

The principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons who are not employees of Magnolia Public Schools making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student.
2. Any medications the student is required to take with the time and dosage required.
3. Any medications the student is allergic to.
4. Any other medical information necessary to ensure the student's safety.
5. Waiver as described above.

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

The Charter School will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all MPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from their student injuries on campus or while participating in a Charter School sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the principal.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, responsibilities of the parent volunteers, and language or behavior requirements of all attendees.

To ensure student safety, any non-employee chaperones supervising students on a field trip must be a Certified Volunteer (C-Volunteer). All prospective chaperones must review the Magnolia Public Schools Volunteer, Visitation, Shadowing, and Removal Policy, complete the C-Volunteer Application Form, and agree to the Volunteer Commitment and Procedures. These forms must be submitted to the school office for processing. The office will provide confirmation once the volunteer clearance is approved. Only individuals who have completed this process and received clearance may serve as chaperones on any school field trips.

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a

parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All persons who are not employees of Magnolia Public Schools taking in-state or out-of state field trips or excursions and all parents or guardians of pupils taking in-state or out of-state field trips or excursions are required to sign a statement waiving all claims against MPS, its employees, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If vans are used, the vans cannot be manufactured to carry more than ten (10) occupants (including the driver). Simply removing seats or not filling the occupancy does not meet the legal requirements. In addition, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

5. The minimum age requirement to transport passengers is twenty-five years old.

Each of these items will be provided to the principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed.

5. Maps and directions from the teacher should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.

- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)

Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.
- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure

This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.

    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.
- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.

- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
    - Nature of threat on the phone line
    - School name
    - Phone number of the line receiving the threat
    - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.

- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.

- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.

- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:

- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:

- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any

school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.
A report can be sent by a legible written note, by email, or by telephone to the following: auribe@magnoliapublicschools.org; (323) 826-3925. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate the outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway, and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching, and support staff may also be part of the team but may act only when assigned specific duties by the Principal or designee.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.

- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress-positive actions were taken by the school.
- Announce new changes made after the incident has passed.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school’s central office and in individual classrooms as needed. At the

beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on

high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
- All damaged fences will be reported and corrected as soon as possible.
- Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
- All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time
1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

-
- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.

- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.

- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.
- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.

- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.
Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents

		SETTING						
		RESTROOM	HALLWAYS	PLAYGROUND	CAFETERIA	LIBRARY	ASSEMBLY	CLASSROOM
EXPECTATIONS	BE RESPONSIBLE	Be quick Clean up after yourself. Wash hands Flush	Have a pass Take the most direct route to class.	Care for belongings Stay on assigned area Use equipment appropriately	Wait for your turn in line. Clean up after yourself. Keep all food in the lunch area	Return your books on time. Pay your dues.	Focus on the presentation. Enter and exit quietly Remain with your class.	Be seated when the bell rings. Bring all materials Be ready to work Wear full uniform
	BE SAFE	Walk directly to destination Keep the floors dry Report concerns	Walk on the right Maintain personal space Keep hands and feet to yourself.	Keep hands/feet to yourself. Use field to play Use basketball courts to play	Maintain personal space Report any spills Walk directly to your destination	Keep hands, feet and objects to yourself. Be seated at all times. Wait patiently to be dismissed.	Keep hands, feet and objects to yourself. Enter and exit orderly. Wait to be dismissed.	Respect personal space & boundaries Wait patiently to be dismissed.
	BE RESPECTFUL	Use kind words Respect others privacy Wait for your turn	Use kind words and actions Follow all staff directions. Keep bulletin's neat	Use kind words and actions Care for others' property Stay clear of playing area	Use kind words and actions Use good manners. Help your neighbor Be willing to help	Use your quiet voices Handle all materials with care Enter quietly	Be kind to everyone Listen attentively. Applaud when appropriate.	Be courteous to all adults Be courteous to all peers Use kind words and actions

2025.2026 Emergency Drills
Orchard Academies

	Drill	Date	Day	Time
FALL	Earthquake & Fire	August 18, 2025	Monday	8:15 AM
	Fall Lockdown	September 18, 2025	Thursday	10:50 AM
	Fire & Great Shake Out	October 16, 2025	Thursday	8:00 AM
	Earthquake & Fire	November 12, 2025	Wednesday	10:00 AM
	Earthquake & Fire	December 4, 2025	Thursday	11:00 AM

	Drill	Date	Day	Time
SPRING	Earthquake & Fire	January 13, 2026	Tuesday	12:00 PM
	Earthquake & Fire	February 6, 2026	Friday	1:15 PM
	Spring Lockdown	February 11, 2026	Wednesday	1:10 PM
	Earthquake & Fire	March 17, 2026	Tuesday	1:30 PM
	Earthquake & Fire	April 10, 2026	Friday	8:15 AM
	Earthquake & Fire	May 22, 2026	Friday	9:15 AM
	Earthquake & Fire	June 4, 2026	Thursday	10:00 AM

ORCHARD ACADEMIES

2025-26 SCHOOL SITE MANAGEMENT

ORGANIZATION CHART

SEARCH & RESCUE		SEARCH & RESCUE		SEARCH & RESCUE	
TEAM 1 (Magnolia 2A)	**ROOMS**	**TEAM 3 (Arts & Media 2B)**	**ROOMS**	**TEAM 5 (Global 2C)**	**ROOM**
1. J. Sandoval(Lead) 2. I. Rodriguez 3. T. Santos 4. A. Roman	D106, D107 D108, D109 D110, D111 D112, D113 D114, E101 E104, E105 E106, E107 E102, E103 E125	1. J. Rivera (Lead) 2. M. Chavez 3. A. Rivera	D210, D209 D208, D212 D207, D212 D206, D213 D204, D214 E201, E222 E204, E205 E206, E203 E202, E207	1. G. Magana (Lead) 2. Palomera 3. Rios	D310, D309 D308, D312 D307, D312 D306, D313 D304, D314 E301, E322 E304, E305 E306, E303 E302, E307
	Workroom E125 All 1st Floor Faculty and Student Restrooms		Workroom E125 All 2nd Floor Faculty and Student Restrooms		Workroom E325 All 3rd Floor Faculty and Student Restrooms
TEAM 2 (Magnolia 2A)		**TEAM 4 (Arts & Media 2B)**		**TEAM 6 (Global 2C)**	
1. B. Bloomquist (Lead) 2. Mr. Jacobs 3. M. Guttierez 4. R. Fernandez	**Bldg. C 2nd Floor:** Library and RRs C207 C203 C202	1. M. Hough (Lead) 2. M. Bravo 3. M. Gomez 4. Acosta (backup)	**All Building A:** Kitchen Walk in Fridges Storage Rooms Offices Faculty Dining	1. Medel (Lead) 2. Lawler 3. S. Anguiano (backup)	**Bldg. C 1st Floor:** Welcome Center and all Offices (C104-C121) All Restrooms
	All Building B: Boys & Girls Locker Rooms Gym MPR Bldg. B Restrooms		Building A Restrooms		Parent Center (C128) Magnolia (C129) Book Room (C130)
Security/Utilities		**First Aid/Medical**	**Crisis Team**	**Request Gate**	**Reunion Gate**
J.Escarzaga J. Almanza C. Gonzalez		1. Nurse-J. Miranda 2. M. Lopez (2A) 3. S. Herrera (2A) 4. Coronado (2B) 5. Brenda Navarro(2C)	1. S. Huffman (Psych) 2. A. Tena (2A) 3. A. Cruz (2A) 4. A. Flores (2B) 5. Y. Gomez (2B) 6. Llamas (2C) 7. I. Ruiz (2C)	1. L. Zendejas (2A) 2. N. Dipp (2A) 3. A. Ayala (2A) 4. M. Gonzalez (2A) 5. Wendy M. (2B) 6. L. Galindo (2B) 7. Acosta (2C) 8. Y. Herrera (2C)	1. D. Zendejas (2A) 2. C. Rodriguez (2A) 3. M. Garzon (2A) 4. A. Garcia (2A 5. Patricia D. (2B) 6. S. Rodriguez (2C) 7. M. Robles (2C)
Incident Command Center (ICC) & Safety Coord.	**Public Information Officer**	**Search Team Leads**	**Assembly Area Team**	**Emergency Bins**	Runners: ALL TA's are to report to the request gate.
1. N. Meza (2C) 2. W. Sequeira (2B) 3. Uribe (2A)	N.Meza/ (2C) W. Sequeira (2B) Uribe (2A)	A. Prado (2A) C. Kontolefas (2B) J. Gurubel (2C)	M.Mendoza (2A) E. Hernandez (2A-) R. Acosta (2B) J. Guevara (2C)	J. Escarzaga J. Almanza	

Emergency Evacuation Procedures:

Search & Rescue Teams - After taking attendance inform the teacher next to you and report to the emergency bins and wait until your team has assembled. Clear your area and report "Search and Rescue Team # All Clear" to **A.Prado, J Gurubel and Mr. Chavez**

Command Center – Ensure that all students, teachers, and staff are accounted for and will be cleared by **W. Sequeira, S.Acar, N. Meza**

Campus Aides, *Custodial Staff, Cafeteria Staff*, *Request Gate* and *Reunion Gate Personnel* will report to Command Center

Triage – First Aid/Medical and Crisis Team personnel need to report to **Nurse, J Miranda and PSW Llamas-Meneses.**

Security/Utilities – Secure gates and entry points – Shutdown: gas, electrical, and water when necessary. Teachers are to Complete the Drill/Emergency Status Report and submit it to the Incident Command Center.

Teachers that do not have a class during a drill/emergency are to report to the Assembly Area for student supervision. **Last Updated: 9/30/2025**

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Safe School Plan Quick Reference Guide

Magnolia Science Academy- Bell
MAGNOLIA PUBLIC SCHOOLS

Adrian Uribe, Principal
6411 Orchard avenue
Bell, Ca 90201
323-826-3925
auribe@magnoliapublicschools.org

School Safety Plan Definitions for School

-

Emergency Teams:

-

School Emergency Contacts Chart

[redacted]

School Incident Command System and Emergency Teams

[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]

School Site Specific Considerations

Emergency Supplies and Equipment Location

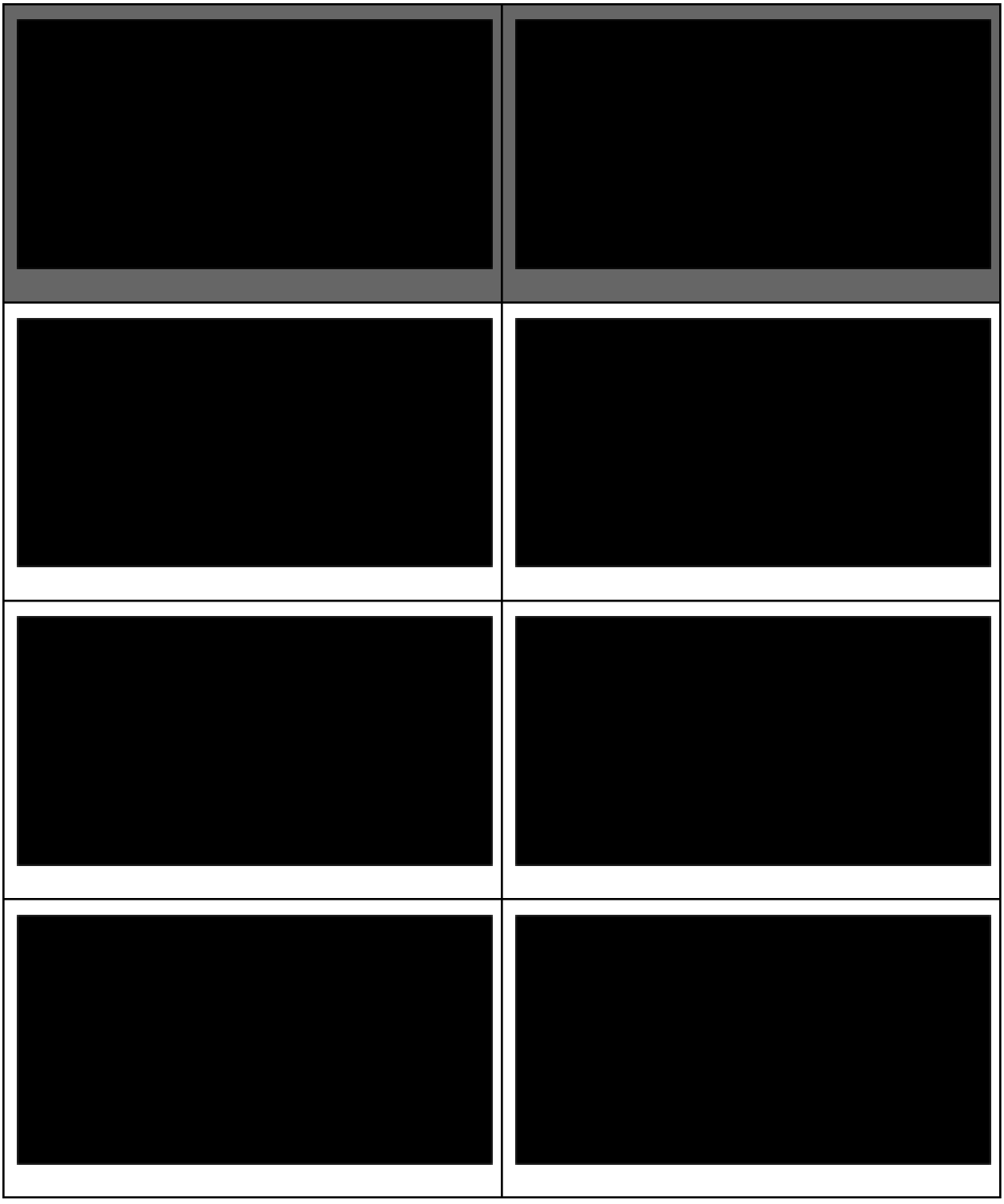
[redacted]

Sample of School Site Emergency Management Organization Chart

Crisis Response Team Chart

-

Additional Contacts



School Safety Plan
MSA-Santa Ana
MAGNOLIA PUBLIC SCHOOLS

Steven Keskinturk, Principal
2840 West 1st Street
714-479-0115
skeskinturk@magnoliapublicschools.org

A meeting for public input was held on January 30th, 2026

Plan Revised January 30th, 2026

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 12, 2026

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

MSA-Santa Ana
School Safety Plan
2026-2027

MSA-Santa Ana's Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]

Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
Steven Keskinturk	Principal	skeskinturk@magnoliapublicschools.org
Curtiss Philipsen	Assistant Principal (SSL)	cphilipsen@magnoliapublicschools.org
Melik Sayin	Assistant Principal (Academics)	msayin@magnoliapublicschools.org
Ben Juarez	Classified - School Community Liaison	bjuarez@magnoliapublicschools.org

Aracely Vargas	Parent	
Holga Martinez	Parent	
	Parent	
Ibrahim Bayraktar	Certificated - Secondary	ibayraktar@magnoliapublicschools.org
Candice Zakka	Certificated - Elementary	czakka@magnoliapublicschools.org
Marcus Avila	Student	

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At MSA-Santa Ana, safety is our paramount concern for our students, parents and staff. It is crucial that we not only put into place measures that keep everyone safe during emergency situations, but also to listen to our school community. Taking into consideration their concerns and working with our local first responders and community leaders is essential to making sure that our school site is a place where all feel welcomed. It is equally important that students, staff and parents feel respected, and appreciated at all times.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are

tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

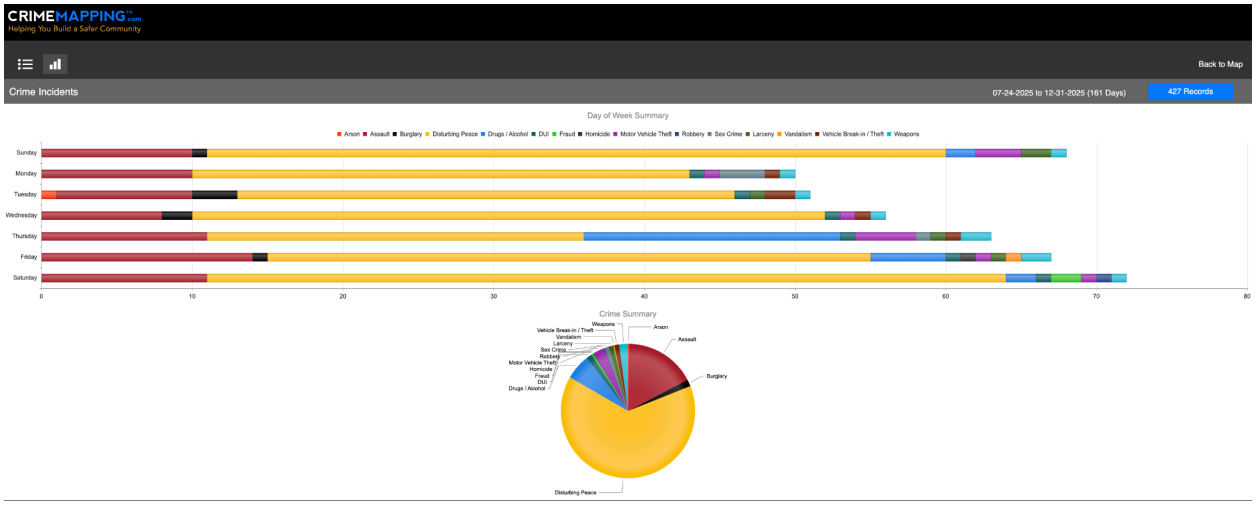
Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 92703 from 7/2025 to 12/2025:

Type	Number
Total Crimes during time period	427
Top #1: Disturbing the Peace	275
#2: Assault	73
#3: Drugs/ Alcohol	26



This data is represented by the following graphic pulled from source website: https://www.crimemapping.com/map/location/2840%20W%201st%20St%2C%20Santa%20Ana%2C%20CA%2C%2092703%2C%20USA?id=dHA9MCN0dj02MDQ0MDg1YyNsb2M9MjY4MDg3MyNsbmc9NDEjZmE9MTIwNTg2MjQjaG49Mjg0MCNsYnM9MTA5Ojc3OTg0NTk1I2xuPVdvcmxk#

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on DATE REVIEWED The following data was reviewed:

	2023-24	2024-25	2025-26	Currently as of SAME DATE AS ABOVE
Suspension Data Out-of-School	18	5	6	6
Suspension Data In-School	0	0	0	0
Expulsion Data	4	0	0	0
Office Discipline Referrals ODRs	10	5	8	8
Average Daily Attendance (ADA) Rate	94.2%	97.75%	94.69%	94.69%
Chronic Absenteeism Rate	15.1%	9.46%	7.64%	7.64%
Graduation Rate	100%	100%	N/A	N/A

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- Parent Advisory Committee
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

- ## Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Physical Environment

Goal(s):

- Objective:To have permanent physical canopies installed over the West facing lunch table area and the East facing kindergarten P.E. area
- Related Activities:This will increase our ability to host activities outdoors, regardless of the weather
- Resources needed: Appropriate funds, at least 3 bids from construction companies, state approval
- Person(s) responsible for implementation: The Principal, Plant Manager, Facilities Dept for MPS, MPS Board Approval
- Budget: TBD
- Evaluation guidelines: State evaluation and approval for project

Component 3: School's Social Climate

Goal(s):

- Objective: To address the rapid expansion of technology on campus (AI, Meta Glasses, cell phones) and it's impact upon learning at the school site, with students and parents with consistent communication
- Related Activities: School assemblies, parent meetings, Coffee with the Principal, guest speakers to address the impact of the rapid growth of technology upon education
- Resources needed: Budgeted funds, access to current and relevant information, real and reasonable solutions to the risks of technology negatively impacting education
- Person(s) responsible for implementation: MSA-Santa Admin
- Budget: TBD
- Evaluation guidelines: Feedback and guidance from the MPS Director of Student Services, parent, student, and staff input

School Maps

Facilities Map

Emergency Map

Emergency Drills

Status Report Form

Magnolia Science Academy **DATE:_____**

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME_____ ROOM_____

TEACHER'S ASSISTANT'S NAME:_____ PRESENT: YES____ NO_____

PARENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

STUDENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

TYPE OF EMERGENCY DRILL:

FIRE:_____ DROP/TAKE COVER:_____ EARTHQUAKE:_____ LOCK DOWN:_____

SHELTER IN-PLACE:_____ EVACUATION:_____ OTHER:_____

ALL STUDENTS ACCOUNTED FOR: YES:_____ NO:_____

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Evaluation

MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar

2026-2027

[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]

H.O.S.T. Crisis Communication

1.

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.

- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc., will also be noted on a list kept at the school.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (Penal Code 11166).

Reporting Procedures

1. **Initial Telephone Report**
   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department (Penal Code 11165.9, 11166).

   - Los Angeles County 800-540-4000 or https://reportChildAbuseLA.org
   - Orange County 714-940-1000 or 800-207-4464 and Forms | County of Orange Social Services Agency
   - San Diego County 858-560-2191 or 800-344-6000
2. **Written Report**
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) (Penal Code 11166, 11168).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	At least two adults must be present in any vehicle transporting students. One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable fingerprint background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries policy, Visitor and Volunteer policies, and Employee Handbook.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We

uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communcaiton. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will

consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.

- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and

web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school-wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying-related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and

students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Instructional Continuity Plan for Site-Based Schools

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Magnolia Public Schools ("MPS" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") states how MPS will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

- "Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.
- "In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.
- "Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.

- "Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, Zoom, through Google Classroom etc.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification MPS shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction will be closed as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to MPS's Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows:

    - Students will have access to lessons via an online portal, such as Google Classroom.
    - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided printed, weekly packets to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or
    - If an emergency or natural disaster disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county

office of education, or charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family.

Communication

MPS's communication platform is ParentSquare and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and MPS employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through Google Classroom;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email, phone calls, ParentSquare messages, or Google Classroom messages;
- The Charter School's website and ParentSquare will:
  - Identify whether instruction is in-person, remote, or hybrid;
  - Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
  - Provide an outlook for when and how normal operations will resume. through the Charter School's ParentSquare, and when in-person instruction will resume.
- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every day.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Teacher-created tests and assessments, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Portfolios, State Standards testing, journals, presentations, quizzes, labs, interim assessments, and final examinations.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: reading difficulty screener (K-2), NWEA Measures of Academic Progress testing, and IXL.

Each student and their parent/guardian will receive confidential results of the above assessments through Google Classroom or Infinite Campus.

Academic Support

Students demonstrating the needs for additional support will be contacted by the school site's Academic Lead, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the
federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Academic Lead or Special Education Coordinator will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at (213) 628-3634.

The Academic Lead will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Director of Special Education at (213) 628-3634.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Academic Lead or EL Coordinator will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of EL and ELA Programs at (213) 628-3634.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless Student Liaison or the Foster Student Liaison at (213) 628-3634 for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

MPS recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Students and families will continue to have access to counseling services to support their mental health and emotional well-being. School psychologists and counselors will be available through virtual platforms, phone calls, and email to provide counseling check-ins, crisis intervention, and resources tailored to individual needs. These services aim to ensure continuity of care and help families navigate any challenges they may face during this period.

Available in the Community:

- CareSolace is available to quickly connect the school community to available mental health providers, substance use treatment, and social services matched to their needs. CareSolace can be reached at:
  - Call 888-515-0595. Multilingual support is available 24/7/365
  - Visit www.caresolace.com/mpsfamilies and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school Magnolia Public Schools will work with our food service providers, following the National School Lunch program distribution meal program guidelines, so that all students are appropriately serviced. This includes but is not limited to curbside pick-up, delivery, or frozen multiple meal packages. Meal service times will be communicated with families via ParentSquare.

Expanded Learning Program

If the expanded learning program is interrupted, the Charter School will provide expanded learning opportunities, virtually. Virtual expanded learning opportunities will include an academic enrichment (homework help, tutoring, etc.) component and an educational enrichment (E-Sports, virtual field trips, STEAM clubs, etc.) component. If the Charter School's expanded learning program is sub-contracted to a third-party vendor, the Charter School will collaborate with the third party vendor to ensure the proper implementation of expanded learning programming that includes an academic enrichment component and educational enrichment component.

PROFESSIONAL LEARNING

Within a ten (10) day window of moving into remote learning, MPS will provide teachers with training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, and supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards

- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Multi-Tiered System of Response to Behavior

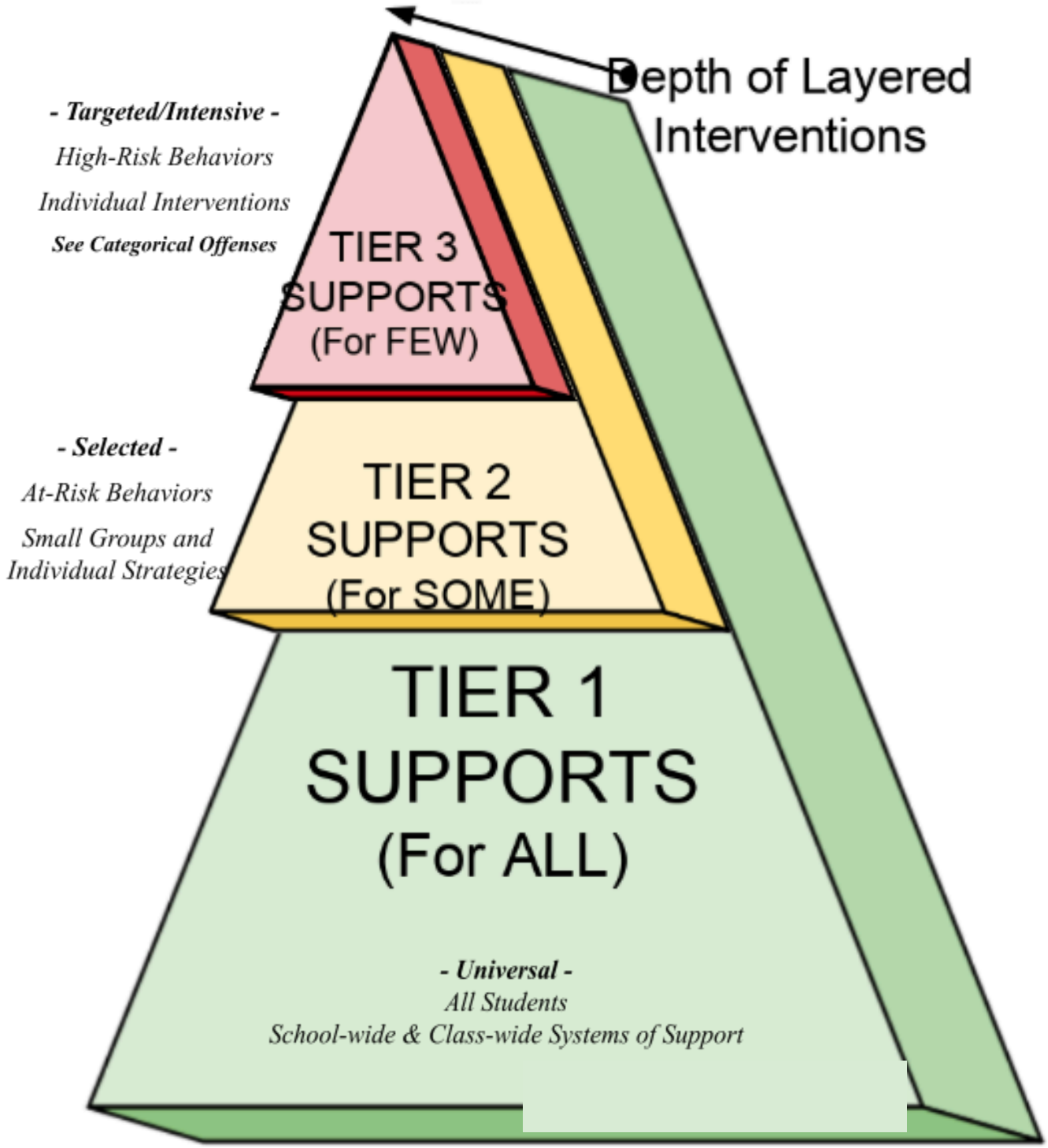
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians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

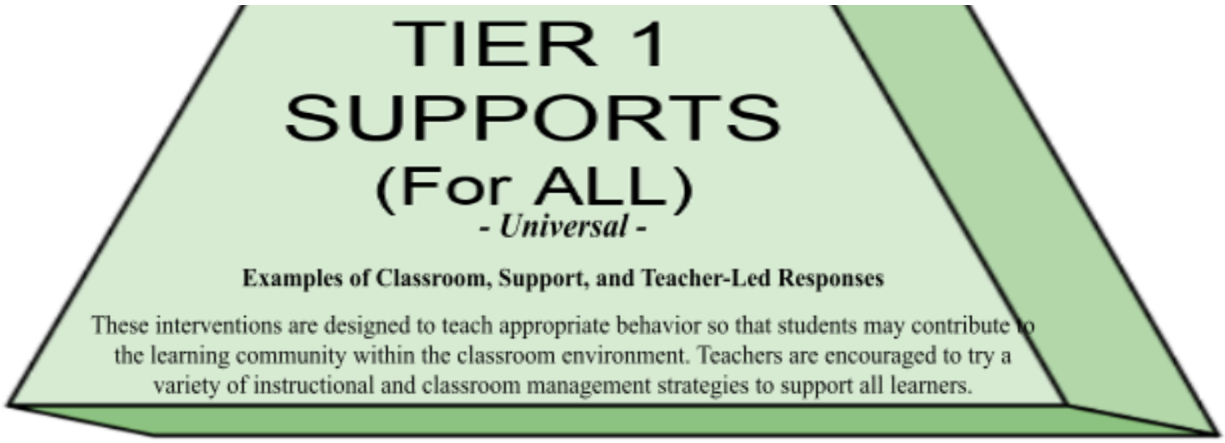
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each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

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

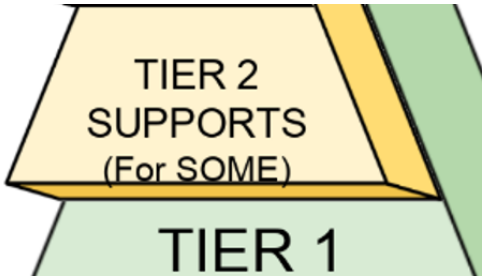
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✔ School-wide PBIS ✔ Social-emotional learning program ✔ Proactive classroom management ✔ Regular, preemptive communication with families ✔ Classroom incentives ✔ Seating, assignment, behavioral accommodations ✔ Conferencing with student(s) and parents ✔ Verbal correction and redirection ✔ Reminders, role-play, daily progress sheet ✔ Loss of classroom privileges ✔ Written and/or verbal reflection



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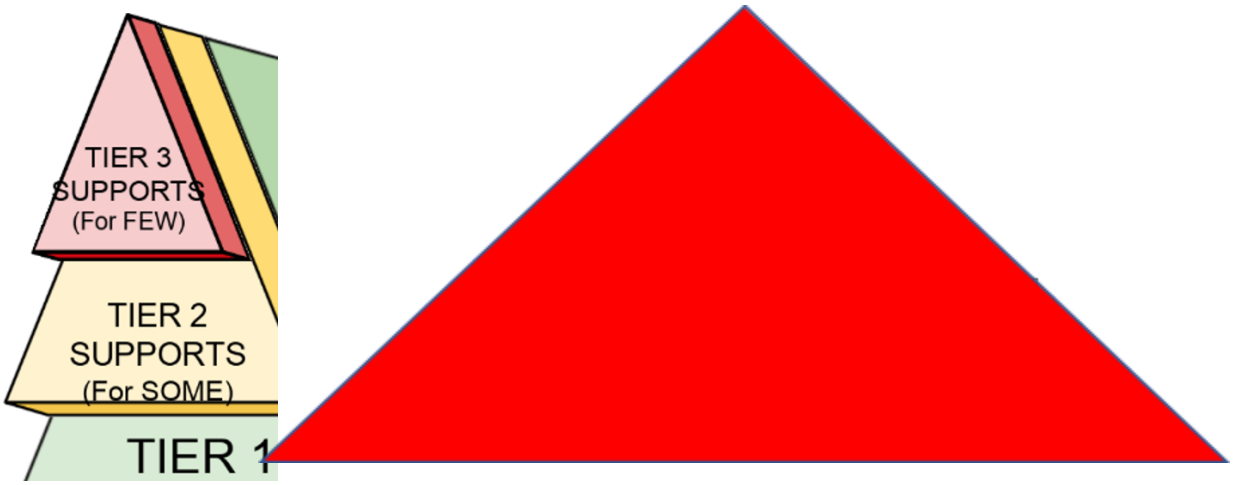
Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	✔ Behavioral contract ✔ Self-monitoring ✔ School-home communication ✔ Adult or peer mentorship ✔ Utilize check-in and check-out system ✔ Intensive academic and/or social support ✔ Reflection (lunch, after school, Saturday, etc.) ✔ Refer student to SSPT ✔ Loss of privileges ✔ Counseling ✔ Temporary removal from class ✔ Extended school day ✔ Suspension and/or expulsion



Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✔ All Tier 1 and Tier 2 interventions ✔ FBA-based behavior intervention plans ✔ Teaching replacement behavior ✔ Home and community supports ✔ Self-management program ✔ Restricted access ✔ In-school reflection and/or suspension ✔ Short-term out-of-school suspension ✔ Extended out-of-school suspension ✔ Request for alternate educational setting ✔ Suspension and/or expulsion

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

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

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

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

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

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

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

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

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

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

Alternatives to Suspension and/or Expulsion

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

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

Reflection

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

In School Suspension

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

Grounds for Suspension and Expulsion of Students

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

Enumerated Offenses

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

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

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

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

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

The Charter School will use the following definitions:

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

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

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

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

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

2. **Notice to Parents/Guardians**

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

3. **Suspension Time Limits/Recommendation for Expulsion**

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

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

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

5. **Suspension Appeals**

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

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

Authority to Expel

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

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

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

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

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

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

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

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

Presentation of Evidence

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

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

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

Expulsion Decision

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

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

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

Written Notice to Expel

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

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

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

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

Disciplinary Records

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

Expulsion Appeals

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

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

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

Interim Placement

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

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, according to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.
E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or winfully defied the valid authority of school personnel (Grades 9-12 only)
- (i) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 onry)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, sefling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to comm.it a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

Sample
Confidential
Memorandum

To: **_____,** Teacher
From: **_____,**Principal
Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Public Schools ("MPS") to address sex discrimination, including but not limited to sexual harassment, occurring within MPS's education program or activity.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in MPS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults.

  o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

  o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.

  o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

  o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

  o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or

bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500

Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Gokhan Serce

Chief Academic Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012 Office: (213) 628-3634 | Fax: (714) 362-9588

gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with

the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and

- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up

to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from MPS.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[1]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

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- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
   - Accommodations for Pregnant and Parenting Pupils;
   - Adult Education;
   - After School Education and Safety;
   - Career Technical Education;
   - Career Technical and Technical Training;
   - Child Care and Development;
   - Compensatory Education;
   - Consolidated Application;
   - Course Periods without Educational Content;
   - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
   - Every Student Succeeds Act;
   - Local Control & Accountability Plans (LCAP)/LCFF;
   - Migrant Education;
   - Physical Education Instructional Minutes;
   - Pupil Fees;
   - Reasonable Accommodations to a Lactating Pupil;
   - Regional Occupational Centers and Programs;
   - School Plans for School Achievement;
   - School Safety Plans;
   - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
   a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #:

_____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

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3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

These behaviors should only be ex ercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;

- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority.

Dress Code/Uniforms

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.** If you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.

- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No jean/denim style pants
No Cargo pants/shorts.
Must have a built-in pocket not a sewn-on pocket.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<u>Undergarments</u>

All undergarments, including bras, boxer shorts, etc., should not be visible

<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform,
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school’s administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), MPS shall ensure prompt notification to parents/guardians, pupils, teachers, administrators, and school personnel when federal immigration enforcement is confirmed to be present on or immediately adjacent to school grounds.

Definitions

- Immigration enforcement: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- Confirmed presence: Visual sighting by staff, verbal acknowledgment by the agent, presentation of credentials, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on or immediately adjacent to the school site, the site administrator or designee shall, as soon as possible and without unnecessary delay, direct the issuance of notifications to:

- All parents/guardians
- All pupils
- All teachers, administrators, and school personnel

Notifications shall be sent using the school-wide messaging platform of Parent Square. School staff will also receive a notification via email to inform them of the presence.

Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include, at minimum:

- Confirmation that immigration enforcement is occurring on or near campus
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated):

NEARBY ICE ACTIVITY

Release Date: ASAP, timed response
Platform: ParentSquare **MSA-Santa Ana** Families & Staff
Subject: Notification of Nearby ICE Activity

Dear Magnolia Families,

We have been made aware of the presence of Federal Immigration and Customs Enforcement (ICE) activity near our school campus.

We understand that this may cause concern for families, and we want to reassure you that the safety and well-being of our students and staff remain our top priority. **At this time, no action is required, and normal school operations are continuing.**

Please remember that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.

Thank you for your continued support and understanding. If you have any questions, don't hesitate to call the main office.

Sincerely,

Principal Name
Name of School

ICE ON CAMPUS

Release Date: ASAP, timed response
Platform: ParentSquare **MSA-Santa Ana** Families & Staff)
Subject: Urgent: ICE on Campus

Dear Magnolia Families,

We're writing to let you know that Federal Immigration and Customs Enforcement (ICE) personnel are currently on our campus.

We are actively monitoring the situation and following all established protocols to protect our students and staff. **Please note that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.**

We will continue to provide updates. If you have concerns, contact the front office.

Sincerely,

Principal Name
Name of School

Follow-Up Notification

As soon as immigration enforcement efforts have ceased or the agents have departed the campus or immediate area, an “all-clear” notification shall be sent using the same methods.

FOLLOW-UP NOTIFICATION

Release Date: ASAP, timed response
Platform: ParentSquare **MSA-Santa Ana** Families & Staff)
Subject: Urgent: All Clear

Dear Magnolia Families,

We are writing to inform you that ICE activity in the area has concluded.

All students and staff are safe, and regular campus operations have resumed. Thank you for your patience and trust as we worked to ensure the safety of our school community.

Sincerely,

Principal Name
Name of School

MPS School Sponsored Field Trips & Cultural Excursions Policy

The Board of Directors of Magnolia Public Schools ("MPS" or the "Charter School") recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill MPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate lifelong learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out appropriately to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Definition

- A "field trip or cultural excursion" involves students leaving MPS grounds to participate in school-sponsored educational opportunities in connection with MPS's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co curricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The principal shall have the authority to approve all in and out of state day and overnight field trips and excursions with consultation of the MPS Academic and Finance Teams. Requests for out of country travel shall be brought before the Board of Directors for approval. The principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The principal will ensure that the following items will be adhered to for all MPS field trips and excursions:

1. The proposed field trip or cultural excursion relates to MPS's educational objectives.
2. The correct ratio of adults to students is met for supervision of the activity.
3. A means of transportation to and from the activity is provided.
4. Adequate restroom facilities, food and water will be available during the activity.

The principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons who are not employees of Magnolia Public Schools making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field

trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student.
2. Any medications the student is required to take with the time and dosage required.
3. Any medications the student is allergic to.
4. Any other medical information necessary to ensure the student's safety.
5. Waiver as described above.

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

The Charter School will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all MPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from their student injuries on campus or while participating in a Charter School sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the principal.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, responsibilities of the parent volunteers, and language or behavior requirements of all attendees.

To ensure student safety, any non-employee chaperones supervising students on a field trip must be a Certified Volunteer (C-Volunteer). All prospective chaperones must review the Magnolia Public Schools Volunteer, Visitation, Shadowing, and Removal Policy, complete the C-Volunteer Application Form, and agree to the Volunteer Commitment and Procedures. These forms must be submitted to the school office for processing. The office will provide confirmation once the volunteer clearance is approved. Only individuals who have completed this process and received clearance may serve as chaperones on any school field trips.

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All persons who are not employees of Magnolia Public Schools taking in-state or out-of state field trips or excursions and all parents or guardians of pupils taking in-state or out of-state field trips or excursions are required to sign a statement waiving all claims against MPS, its employees, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If vans are used, the vans cannot be manufactured to carry more than ten (10) occupants (including the driver). Simply removing seats or not

filling the occupancy does not meet the legal requirements. In addition, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

5. The minimum age requirement to transport passengers is twenty-five years old.

Each of these items will be provided to the principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed.

5. Maps and directions from the teacher should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.

- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.

- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.
- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.

- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building's air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.
- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.

- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
    - Nature of threat on the phone line
    - School name
    - Phone number of the line receiving the threat
    - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.

- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:
- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:
- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.

- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:

- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:

- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful

activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following:skeskinturk@magnoliapublicschools.org (714) 479 - 0115. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate the outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway, and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching, and support staff may also be part of the team but may act only when assigned specific duties by the Principal or designee.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).

- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress-positive actions were taken by the school.
- Announce new changes made after the incident has passed.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school’s central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows

- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents

Jr. High/ High School Line Up Order

1. Nieto Gym/ T.T.
2. Rohnke rm. 204
3. Park rm. 205
4. Nguyen rm. 203
5. Mejia rm. 202
6. Abdallah rm. 201
7. Ruiz rm. 206
8. Littlefield rm. 207
9. Le rm.208
10. Bayraktar rm. 234
11. Mercan rm. 232
12. Chucker rm. 212
13. Drewette rm. 213
14. Dumlu rm. 229
15. Bal rm. 214
16. Nieto rm. 215
17. Lieberman rm. 222
18. Aksu rm. 216
19. Vasquez rm. 217
20. Orozco rm. 237

Elementary Line Up Order

1. Zakka rm. 107
2. Castro rm. 103
3. Berumen rm. 109
4. Miller rm. 110
5. Lamadrid rm. 111
6. Davidson rm. 112
7. Matthews rm. 117
8. Ike rm. 118
9. Muniz rm. 119
10. Han rm. 120
11. Alexander rm. 121
12. Current rm. 122
13. Yusuf rm. 124
14. Doagner rm. 125
15. Solomon Gym

Safety Team Responsibilities

Keskinturk - Everywhere
Bianca - Elementary Lines
Mindy - Sweep/ Elementary Support
Ben - Sweep/ Elementary Lines
Brown - Attendance/ Lines
Chavez - Sweep/ Secondary Support
Magana- Sweep/ Secondary support
Melik - Attendance/ Lines
Carmen - First Aid/ Attendance
Philipsen - Attendance/ Lines
Ignacio - Search and Rescue
Aguilar - Search and Rescue
Lazaro - Facility safety

Facility Safety - *assess damage*
Search and Rescue - *assist injured*
Lines - *supervision of student lines*
Sweep - *Checking the building*
First Aid - *Assisting those in need*
Attendance - *Collecting attendance*

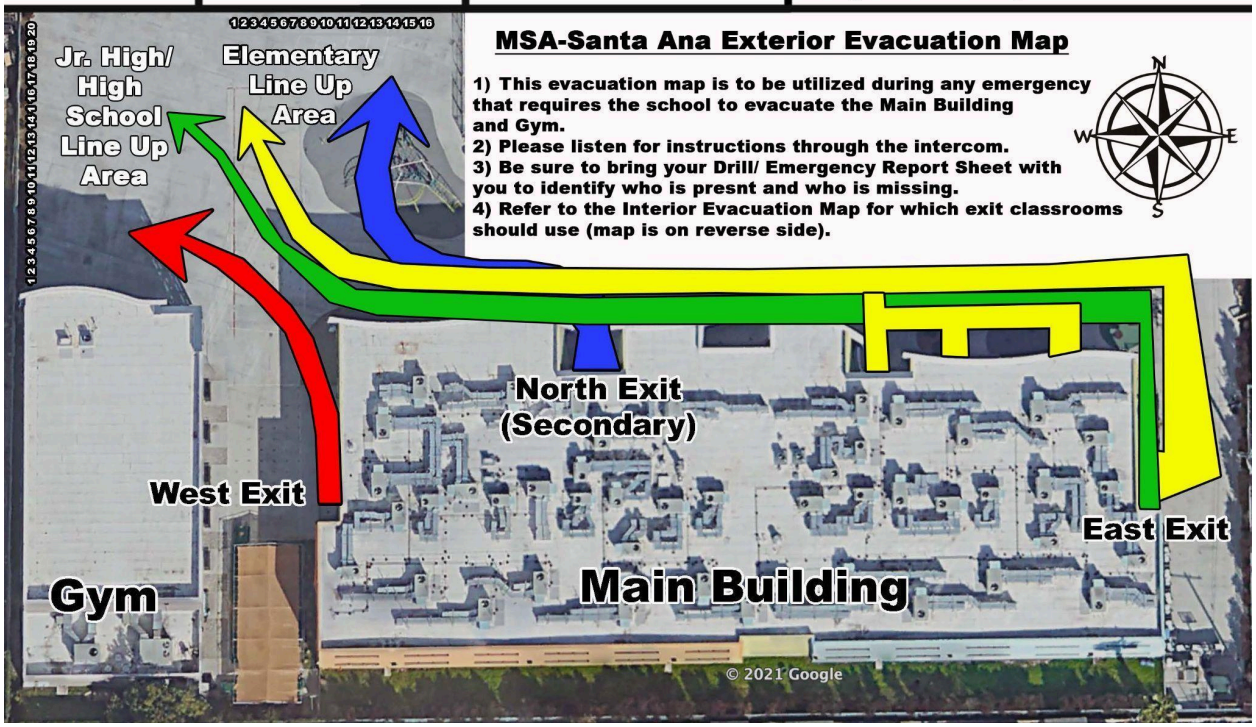
Color-Coded Classroom Evacuation Exits

Red Arrow - Bayraktar, Mercan, Chucker, Drewette, Dumlu, Bal, Nieto, Aksu, Orozco, Liberman, and Vasquez will use the West exit and line up along the West facing fence.

Green Arrow - Rohnke, Nguyen, Park, Mejia, Abdallah, Ruiz, Littlefield and Le will use the East exit and line up along the West facing fence.

Blue Arrow - Elementary classrooms Evans, Matthews, Ike, Muniz, Han, Alexander, Yusuf, Current, Doagner, and Wunderly will exit the North exit (the Back Office) and line up along the North facing fence.

Yellow Arrow - Elementary classrooms Zakka and Castro will exit through the TK/K playground. Berumen and Miller will exit through the East facing doors. Lamadrid, Davidson, and Think Together will exit through the Main Lobby.



MSA-Santa Ana Off-Site Evacuation Map

1) This evacuation map is to be utilized during any emergency that requires the school to evacuate away from the Main Building and Gym.
2) Please listen for instructions through the intercom.
3) Be sure to bring your Drill/ Emergency Report Sheet with you to identify who is presnt and who is missing.
4) Refer to the Interior Evacuation Map for which exit classrooms should use
5) All teachers will lead their students East to the 1st and Fairview intersection. Using the crosswalk, head North. And then head West, to the Iglesia de Cristo/ Suavecito Parking lot.

MSA-SANTA ANA PIRATE CODE OF CONDUCT

WHEN INSIDE THE CLASSROOM:

ALL

CELL PHONES

TABLETS

GAMING DEVICES

EARBUDS

AND HEADPHONES

MUST BE PUT AWAY!

MSA-SANTA ANA PIRATE CODE OF CONDUCT

SCHOOL-WIDE EXPECTATIONS

COME TO SCHOOL PREPARED TO LEARN

BE TO CLASS ON TIME

NO RUNNING IN THE HALLWAYS

NO YELLING OR SCREAMING INDOORS

CLEAN UP AFTER YOURSELF

ASK FOR PERMISSION TO LEAVE CLASS

BE RESPECTFUL TO ONE ANOTHER

TREAT SCHOOL STAFF WITH KINDNESS

KEEP THE CAMPUS CLEAN

"WE CANNOT CONTROL THE WINDS,
BUT WE CAN ADJUST THE SAILS." - G.W. MELVILLE

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Safe School Plan Quick Reference Guide

MSA-Santa Ana
MAGNOLIA PUBLIC SCHOOLS

Steven Keskinturk, Principal
2840 West 1st Street Santa Ana, CA 92703
714-479-0115
skeskinturk@magnoliapublicschools.org

School Safety Plan Definitions for School

- [redacted]

Emergency Teams:

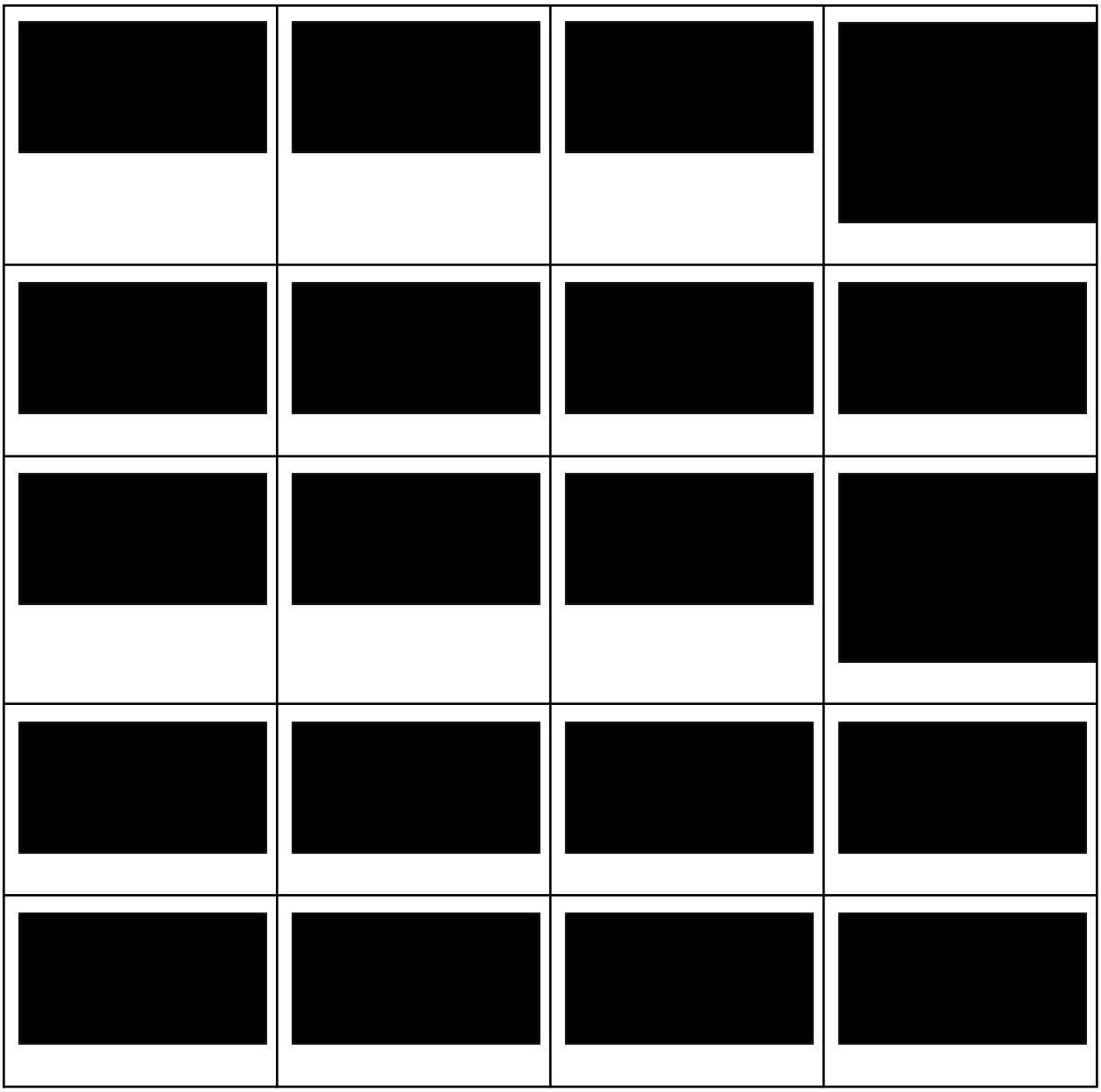
- [redacted]

School Emergency Contacts Chart

[redacted]

School Incident Command System and Emergency Teams

[redacted]



School Site Specific Considerations

Emergency Supplies and Equipment Location

Sample of School Site Emergency Management Organization Chart

Crisis Response Team Chart

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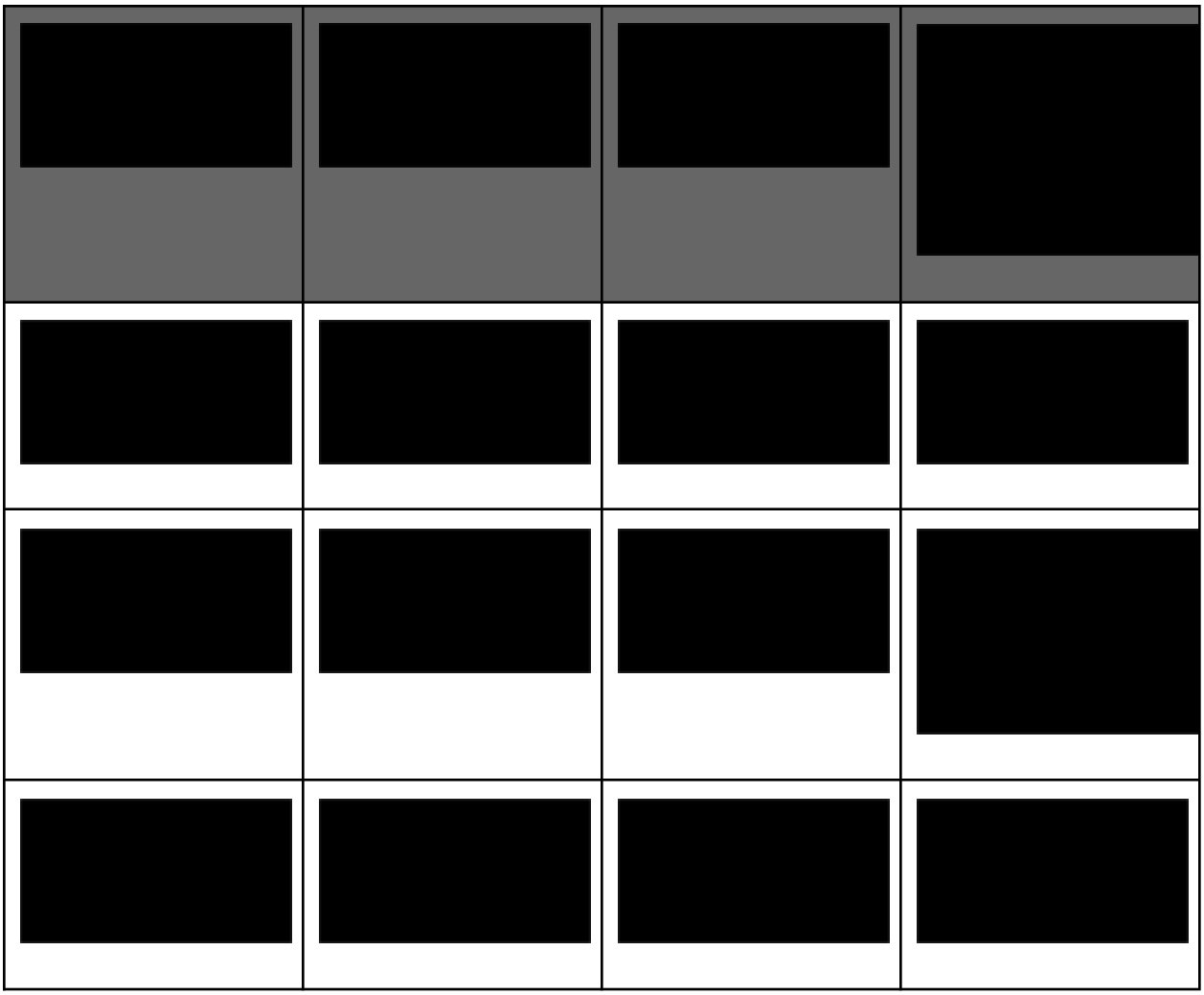

Additional Contacts

School Safety Plan
2026 - 2027
Magnolia Science Academy San Diego
MAGNOLIA PUBLIC SCHOOLS

Megan Craig, Principal
6525 Estrella Avenue, San Diego, CA 92120
619-644-1300
mcraig@magnoliapublicschools.org

A meeting for public input was held on January 20, 2026

Plan Revised January 20, 2026

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review on February 12, 2026

This document is available for public inspection during regular business hours at 8:00am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy San Diego
School Safety Plan
2026-2027

Magnolia Science Academy San Diego Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following School Safety Plan.

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Our Mission

Magnolia Science Academy San Diego will foster a positive and inclusive learning community where students are empowered to thrive academically and social emotionally.

Our Vision

At Magnolia Science Academy San Diego, we envision a vibrant learning community where every student feels safe, nurtured, and respected.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

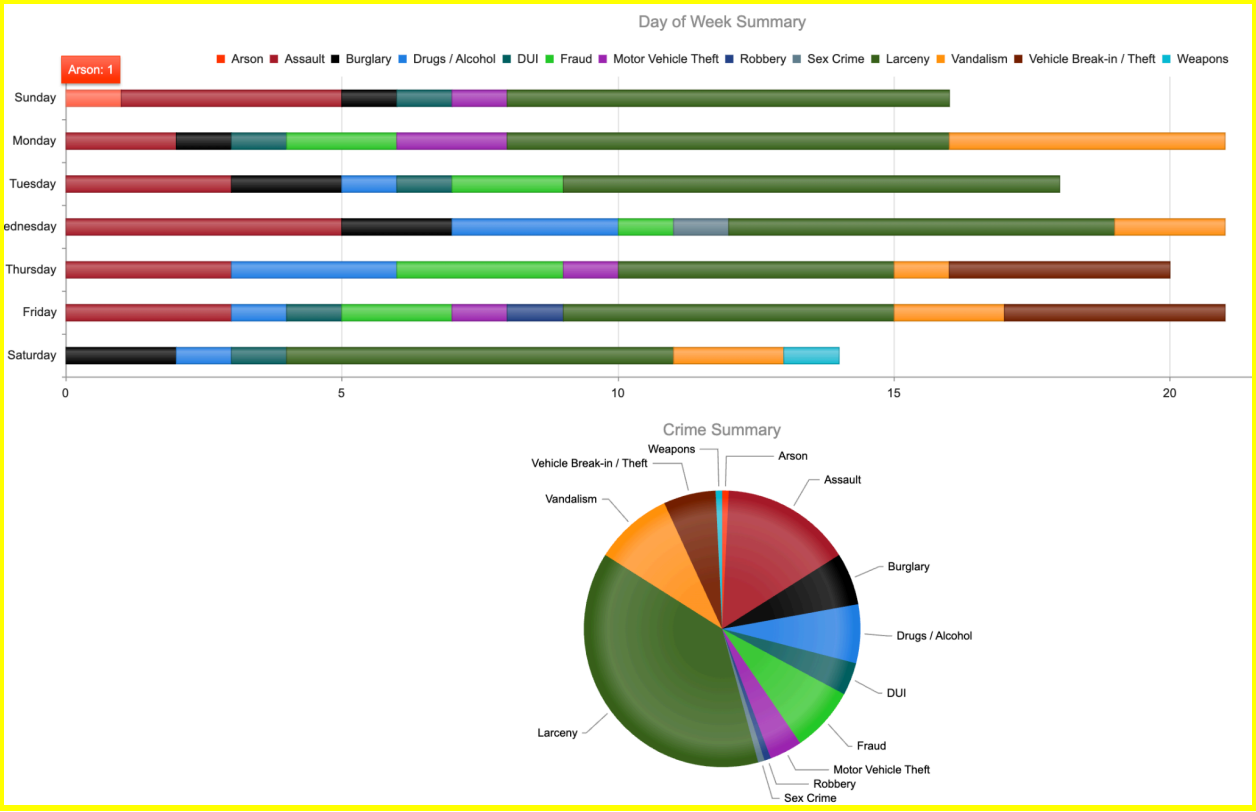
Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 92120 from 8/11/25 to 1/16/26:

Type	Number
Total Crimes during time period from 8/11/25 - 1/16/26	13
#1- Larceny	50
#2 Assault	20
#3 Vandalism	12



This data is represented by the following graphic pulled from source website:
https://www.crimemapping.com/map/location/San%20Diego,%20CA,%20USA#

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on 1/6/26. The following data was reviewed:

	2023-24	2024-25	2025-26	Currently as of 1/6/26
Suspension Data Out-of-School	11	10	3	3
Suspension Data In-School	0	0	0	0
Expulsion Data	0	0	0	0
Office Discipline Referrals ODRs	21 (KB not implemented with fidelity)	52	39	39
Average Daily Attendance (ADA) Rate	93.75%	94.46%	95.93% YTD	95.93% YTD
Chronic Absenteeism Rate	18%	14.41%	7.98%	7.98%
Graduation Rate	n/a	n/a	n/a	n/a

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- Parent Advisory Committee
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

- ## Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Leadership Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Physical Environment

Goal(s):

- Objective: School personnel will complete a minimum of 3 campus walkthroughs during the school year to identify areas of need
- Related Activities: : Teachers will report any concerns during weekly meetings or as needed
- Resources needed: We will use weekly staff meeting agenda and/or bi-weekly multidisciplinary leadership team meeting agenda
- Person(s) responsible for implementation: All Staff, Admin will take lead
- Budget: Refer to school's annual budget
- Evaluation guidelines: Educational partner surveys, KelvinEd and Along Data

Component 3: School's Social Climate

Goal(s):

- Objective: Students and staff will actively engage in the following: The WIZARD Way, Weekly Common SEL Lessons on Zones of Regulation/Be Good People, Along, and KickBoard.
- Related Activities: Provide professional development to reinforce The WIZARD Way, Weekly SEL Curriculum and KickBoard.
- Resources needed: Online SWPBIS system- KickBoard, Zones of Regulation Curriculum, Be Good People Curriculum and Along Resource
- Person(s) responsible for implementation: All Staff, Dean Of Students will take lead
- Budget: Refer to school's annual budget
- Evaluation guidelines: Educational partner surveys, attendance data, behavior data, Along data and KelvinEd data

School Map

Emergency Drills

Status Report Form

Magnolia Science Academy **DATE:_____**

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME_____ ROOM_____

TEACHER'S ASSISTANT'S NAME:_____ PRESENT: YES____ NO_____

PARENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

STUDENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

TYPE OF EMERGENCY DRILL:

FIRE:_____ DROP/TAKE COVER:_____ EARTHQUAKE:_____ LOCK DOWN:_____

SHELTER IN-PLACE:_____ EVACUATION:_____ OTHER:_____

ALL STUDENTS ACCOUNTED FOR: YES:_____ NO:_____

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	LOCATION

OTHER:

STUDENT WHO ARE ABSENT:	STUDENT WHO LEFT EARLY:

Emergency Drill Evaluation

MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar

2026-2027

H.O.S.T. Crisis Communication

1.

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc., will also be noted on a list kept at the school.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (Penal Code 11166).

Reporting Procedures

1. **Initial Telephone Report**
   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department (Penal Code 11165.9, 11166).

   - Los Angeles County 800-540-4000 or https://reportChildAbuseLA.org

- Orange County 714-940-1000 or 800-207-4464 and Forms | County of Orange Social Services Agency
- San Diego County 858-560-2191 or 800-344-6000

2. **Written Report**
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) (Penal Code 11166, 11168).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess,

	transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	At least two adults must be present in any vehicle transporting students. One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable fingerprint background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries policy, Visitor and Volunteer policies, and Employee Handbook.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:

- School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.

4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.

3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communcaiton. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.

- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school-wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying-related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Instructional Continuity Plan for Site-Based Schools

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Magnolia Public Schools ("MPS" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") states how MPS will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

- "Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.
- "In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.
- "Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.
- "Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, Zoom, through Google Classroom etc.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification MPS shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction will be closed as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to MPS's Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows:

    - Students will have access to lessons via an online portal, such as Google Classroom.
    - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided printed, weekly packets to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or
    - If an emergency or natural disaster disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county office of education, or charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family.

Communication

MPS's communication platform is ParentSquare and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and MPS employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through Google Classroom;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email, phone calls, ParentSquare messages, or Google Classroom messages;

- The Charter School's website and ParentSquare will:

  - Identify whether instruction is in-person, remote, or hybrid;
  - Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
  - Provide an outlook for when and how normal operations will resume. through the Charter School's ParentSquare, and when in-person instruction will resume.

- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every day.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Teacher-created tests and assessments, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Portfolios, State Standards testing, journals, presentations, quizzes, labs, interim assessments, and final examinations.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: reading difficulty screener (K-2), NWEA Measures of Academic Progress testing, and IXL.

Each student and their parent/guardian will receive confidential results of the above assessments through Google Classroom or Infinite Campus.

Academic Support

Students demonstrating the needs for additional support will be contacted by the school site's Academic Lead, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the
federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Academic Lead or Special Education Coordinator will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at (213) 628-3634.

The Academic Lead will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Director of Special Education at (213) 628-3634.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Academic Lead or EL Coordinator will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of EL and ELA Programs at (213) 628-3634.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless Student Liaison or the Foster Student Liaison at (213) 628-3634 for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

MPS recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Students and families will continue to have access to counseling services to support their mental health and emotional well-being. School psychologists and counselors will be available through virtual platforms, phone calls, and email to provide counseling check-ins, crisis intervention, and resources tailored to individual needs. These services aim to ensure continuity of care and help families navigate any challenges they may face during this period.

Available in the Community:

- CareSolace is available to quickly connect the school community to available mental health providers, substance use treatment, and social services matched to their needs. CareSolace can be reached at:
  - Call 888-515-0595. Multilingual support is available 24/7/365
  - Visit www.caresolace.com/mpsfamilies and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school Magnolia Public Schools will work with our food service providers, following the National School Lunch program distribution meal program guidelines, so that all students are appropriately serviced. This

includes but is not limited to curbside pick-up, delivery, or frozen multiple meal packages. Meal service times will be communicated with families via ParentSquare.

Expanded Learning Program

If the expanded learning program is interrupted, the Charter School will provide expanded learning opportunities, virtually. Virtual expanded learning opportunities will include an academic enrichment (homework help, tutoring, etc.) component and an educational enrichment (E-Sports, virtual field trips, STEAM clubs, etc.) component. If the Charter School's expanded learning program is sub-contracted to a third-party vendor, the Charter School will collaborate with the third party vendor to ensure the proper implementation of expanded learning programming that includes an academic enrichment component and educational enrichment component.

PROFESSIONAL LEARNING

Within a ten (10) day window of moving into remote learning, MPS will provide teachers with training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, and supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Multi-Tiered System of Response to Behavior

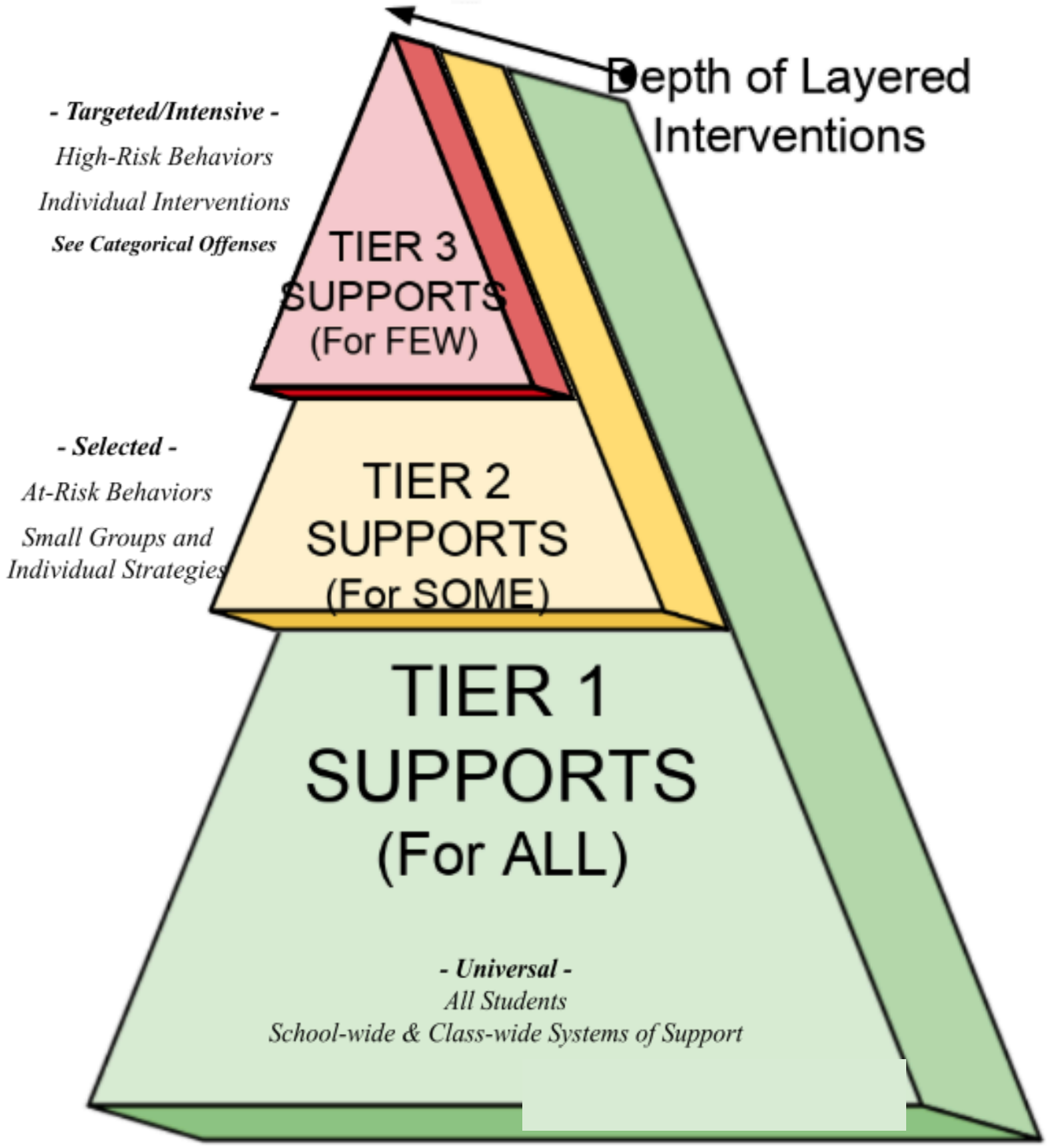
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

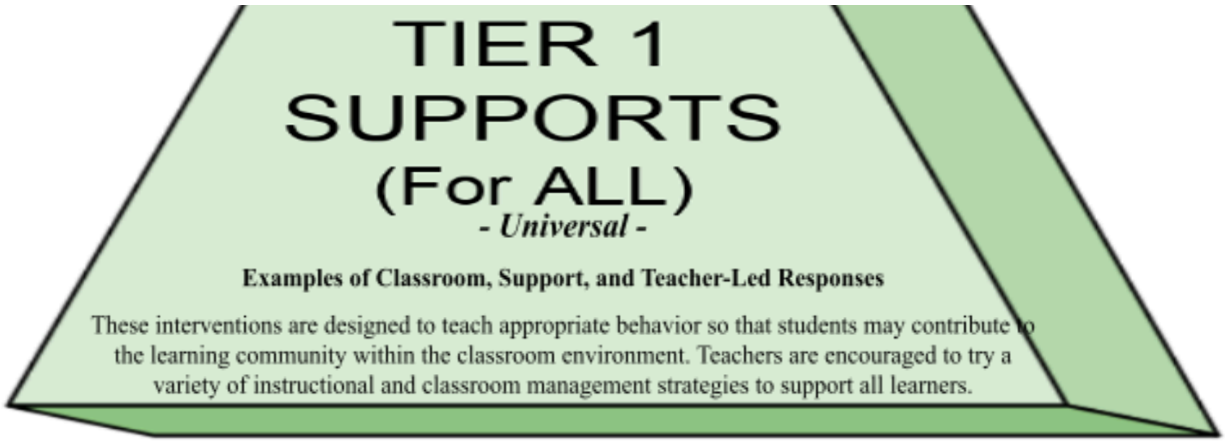
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words, MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that causes a substantial disruption to the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of students to lawful student expression, as outlined in the “MPS Student Freedom of Speech/Expression Policy” available in the office of each MPS school.

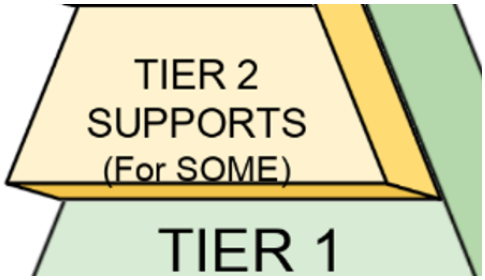
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✔ School-wide PBIS ✔ Social-emotional learning program ✔ Proactive classroom management ✔ Regular, preemptive communication with families ✔ Classroom incentives ✔ Seating, assignment, behavioral accommodations ✔ Conferencing with student(s) and parents ✔ Verbal correction and redirection ✔ Reminders, role-play, daily progress sheet ✔ Loss of classroom privileges ✔ Written and/or verbal reflection



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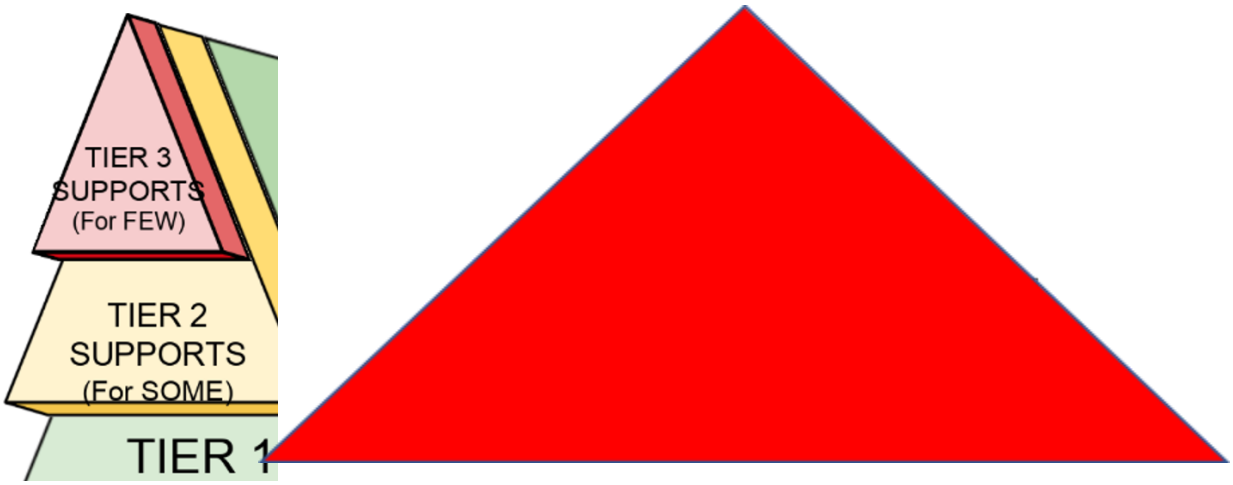
Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	✔ Behavioral contract ✔ Self-monitoring ✔ School-home communication ✔ Adult or peer mentorship ✔ Utilize check-in and check-out system ✔ Intensive academic and/or social support ✔ Reflection (lunch, after school, Saturday, etc.) ✔ Refer student to SSPT ✔ Loss of privileges ✔ Counseling ✔ Temporary removal from class ✔ Extended school day ✔ Suspension and/or expulsion



Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✔ All Tier 1 and Tier 2 interventions ✔ FBA-based behavior intervention plans ✔ Teaching replacement behavior ✔ Home and community supports ✔ Self-management program ✔ Restricted access ✔ In-school reflection and/or suspension ✔ Short-term out-of-school suspension ✔ Extended out-of-school suspension ✔ Request for alternate educational setting ✔ Suspension and/or expulsion

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem-solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues in the school information system but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and the progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Reflection

Reflection will be held on the assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls, emails, or notes will be accepted for this request.

In School Suspension

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area, not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. The student is expected to complete their classroom assignments and school community service during ISS.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
(d) An act of cyber sexual bullying.
(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

   At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student’s parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

   In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. **Suspension Appeals**

   Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will comprise of at least one school administrator (serves as procedural advisor), and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final and will be delivered to the parent/guardian in a written response. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

   - Uphold the suspension
   - Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS' disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. **Procedural Safeguards/Manifestation Determination**
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:
    a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
    b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

    If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

    If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:
    a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
    b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
    c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

    If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. **Due Process Appeals**
The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

    When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

    In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, according to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.
E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or winfully defied the valid authority of school personnel (Grades 9-12 only)
- (i) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 onry)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, sefling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to comm.it a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

Sample
Confidential
Memorandum

To: **_____,** Teacher
From: **_____,**Principal
Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Public Schools ("MPS") to address sex discrimination, including but not limited to sexual harassment, occurring within MPS's education program or activity.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in MPS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults.

  o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

  o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.

  o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

  o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

  o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or

bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500

Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Gokhan Serce

Chief Academic Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012 Office: (213) 628-3634 | Fax: (714) 362-9588

gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with

the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and

- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up

to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from MPS.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[1]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
   - Accommodations for Pregnant and Parenting Pupils;
   - Adult Education;
   - After School Education and Safety;
   - Career Technical Education;
   - Career Technical and Technical Training;
   - Child Care and Development;
   - Compensatory Education;
   - Consolidated Application;
   - Course Periods without Educational Content;
   - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
   - Every Student Succeeds Act;
   - Local Control & Accountability Plans (LCAP)/LCFF;
   - Migrant Education;
   - Physical Education Instructional Minutes;
   - Pupil Fees;
   - Reasonable Accommodations to a Lactating Pupil;
   - Regional Occupational Centers and Programs;
   - School Plans for School Achievement;
   - School Safety Plans;
   - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
   a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

These behaviors should only be ex ercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;

- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority.

Dress Code/Uniforms

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.** If you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.

- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No jean/denim style pants
No Cargo pants/shorts.
Must have a built-in pocket not a sewn-on pocket.

<u>Undergarments</u>

All undergarments, including bras, boxer shorts, etc., should not be visible

<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform,
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school’s administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), MPS shall ensure prompt notification to parents/guardians, pupils, teachers, administrators, and school personnel when federal immigration enforcement is confirmed to be present on or immediately adjacent to school grounds.

Definitions

- Immigration enforcement: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- Confirmed presence: Visual sighting by staff, verbal acknowledgment by the agent, presentation of credentials, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on or immediately adjacent to the school site, the site administrator or designee shall, as soon as possible and without unnecessary delay, direct the issuance of notifications to:

- All parents/guardians
- All pupils
- All teachers, administrators, and school personnel

Notifications shall be sent using the school-wide messaging platform of Parent Square. School staff will also receive a notification via email to inform them of the presence.

Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include, at minimum:

- Confirmation that immigration enforcement is occurring on or near campus
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated):

NEARBY ICE ACTIVITY

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA-SD** Families & Staff)
Subject: Notification of Nearby ICE Activity

Dear Magnolia Families,

We have been made aware of the presence of Federal Immigration and Customs Enforcement (ICE) activity near our school campus.

We understand that this may cause concern for families, and we want to reassure you that the safety and well-being of our students and staff remain our top priority. **At this time, no action is required, and normal school operations are continuing.**

Please remember that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.

Thank you for your continued support and understanding. If you have any questions, don't hesitate to call the main office.

Sincerely,

Principal Name
Name of School

ICE ON CAMPUS

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA-SD** Families & Staff)
Subject: Urgent: ICE on Campus

Dear Magnolia Families,

We're writing to let you know that Federal Immigration and Customs Enforcement (ICE) personnel are currently on our campus.

We are actively monitoring the situation and following all established protocols to protect our students and staff. **Please note that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.**

We will continue to provide updates. If you have concerns, contact the front office.

Sincerely,

Principal Name
Name of School

Follow-Up Notification

As soon as immigration enforcement efforts have ceased or the agents have departed the campus or immediate area, an “all-clear” notification shall be sent using the same methods.

FOLLOW-UP NOTIFICATION

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA-SD** Families & Staff)
Subject: Urgent: All Clear

Dear Magnolia Families,

We are writing to inform you that ICE activity in the area has concluded.

All students and staff are safe, and regular campus operations have resumed. Thank you for your patience and trust as we worked to ensure the safety of our school community.

Sincerely,

Principal Name
Name of School

MPS School Sponsored Field Trips & Cultural Excursions Policy

The Board of Directors of Magnolia Public Schools (“MPS” or the “Charter School”) recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill MPS’s mission and philosophy. These activities help to promote tolerance, understanding, and

acceptance of others, enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate lifelong learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out appropriately to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Definition

- A "field trip or cultural excursion" involves students leaving MPS grounds to participate in school-sponsored educational opportunities in connection with MPS's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co curricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The principal shall have the authority to approve all in and out of state day and overnight field trips and excursions with consultation of the MPS Academic and Finance Teams. Requests for out of country travel shall be brought before the Board of Directors for approval. The principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The principal will ensure that the following items will be adhered to for all MPS field trips and excursions:

1. The proposed field trip or cultural excursion relates to MPS's educational objectives.
2. The correct ratio of adults to students is met for supervision of the activity.
3. A means of transportation to and from the activity is provided.
4. Adequate restroom facilities, food and water will be available during the activity.

The principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons who are not employees of Magnolia Public Schools making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student.

2. Any medications the student is required to take with the time and dosage required.

3. Any medications the student is allergic to.
4. Any other medical information necessary to ensure the student's safety.
5. Waiver as described above.

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

The Charter School will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all MPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from their student injuries on campus or while participating in a Charter School sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the principal.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, responsibilities of the parent volunteers, and language or behavior requirements of all attendees.

To ensure student safety, any non-employee chaperones supervising students on a field trip must be a Certified Volunteer (C-Volunteer). All prospective chaperones must review the Magnolia Public Schools Volunteer, Visitation, Shadowing, and Removal Policy, complete the C-Volunteer Application Form, and agree to the Volunteer Commitment and Procedures. These forms must be submitted to the school office for processing. The office will provide confirmation once the volunteer clearance is approved. Only individuals who have completed this process and received clearance may serve as chaperones on any school field trips.

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All persons who are not employees of Magnolia Public Schools taking in-state or out-of state field trips or excursions and all parents or guardians of pupils taking in-state or out of-state field trips or excursions are required to sign a statement waiving all claims against MPS, its employees, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If vans are used, the vans cannot be manufactured to carry more than ten (10) occupants (including the driver). Simply removing seats or not filling the occupancy does not meet the legal requirements. In addition, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

5. The minimum age requirement to transport passengers is twenty-five years old.

Each of these items will be provided to the principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed.

5. Maps and directions from the teacher should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.

3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.

- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their s tudent out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.
- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure

This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake

- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.
- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.

- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.

- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
    - Nature of threat on the phone line
    - School name
    - Phone number of the line receiving the threat
    - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.
- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.
- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.
- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and

both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.
- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:

- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.

- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:

- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:

- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:

- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: mcraig@magnoliapublicschools.org (619) 644-1300. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate the outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway, and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching, and support staff may also be part of the team but may act only when assigned specific duties by the Principal or designee.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress-positive actions were taken by the school.
- Announce new changes made after the incident has passed.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages

- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Supporting Documents

Safe School Plan Quick Reference Guide

Magnolia Science Academy San Diego

Megan Craig, Principal
6525 Estrella Avenue, San Diego, CA 92120
619-644-1300
mcraig@magnoliapublicschools.org

School Safety Plan Definitions for School

- [redacted]

Emergency Teams:

- [redacted]

School Emergency Contacts Chart

School Incident Command System and Emergency Teams

School Site Specific Considerations

Emergency Supplies and Equipment Location

Crisis Response Team Chart

Magnolia Science Academy San Diego

Additional Contacts

QUICK REFERENCE GUIDE

-
-

Magnolia Science Academy San Diego

-

1.

Magnolia Science Academy San Diego

a.

b.

School Safety Plan
Magnolia Science Academy Orange County Anaheim
MAGNOLIA PUBLIC SCHOOLS

Dr. Maria Rowell, Principal
412 W. Carl Karcher Way
Anaheim, CA 92801
(714)452-2440
mrowell@magnoliapublicschools.org

A meeting for public input was held on January 30, 2026

Plan Revised January 30, 2026

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 12, 2026

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy Orange County - Anaheim
School Safety Plan
2026-2027

Magnolia Science Academy Orange County - Anaheim's Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
Dr. Maria Rowell	Principal	mrowell@magnoliapublicschools.org
Cobi Luciani	Assistant Principal	cluciani@magnoliapublicschools.org
Isabel Cabral	Office Manager	icabral@magnoliapubicschools.org
Isabel Perez	FSC	iiperez@magnoliapublicschools.org
Aimee Parker	Teacher	ajparker@magnoliapublicschools.org

Sophia Langenwalter	Teacher	slangenwalter@magnoliapublicschools.org
Angel Mae Elchico	School Psychologist	amelchico@magnoliapublicschools.org
Eylin Cardani	Parent	eycardani@modernw.com
Janette Nunez	Parent	[redacted]
Montserrat Aguilar	Student	

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

“At Magnolia Science Academy Orange County - Anaheim, we are committed to creating a safe, respectful, and supportive learning environment where every child can explore, innovate, and grow with confidence. Guided by our mission to nurture the whole child and our vision of developing responsible, creative thinkers, we work together—students, staff, and families—to ensure that safety, respect, and care are at the heart of every learning experience.”

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of

specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

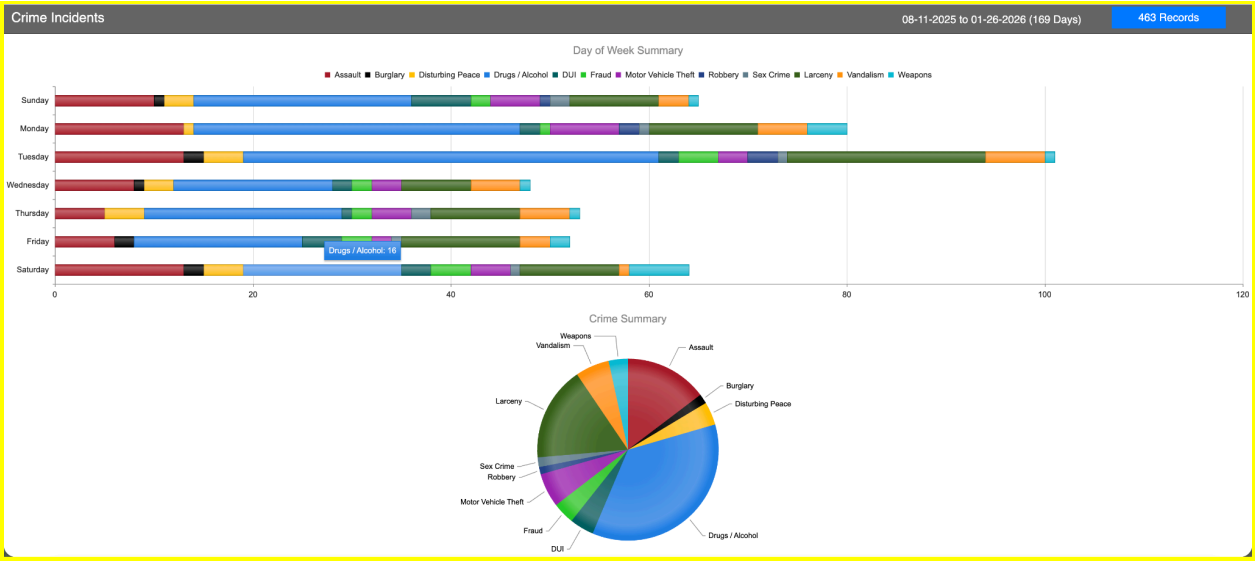
Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 92801 from 08/11/25 - 1/26/26:

Type:	Number:
Total Crimes during time period	463
Top #1 Drugs/Alcohol	166
#2 Larceny	78
#3 Assault	68



This data is represented by the following graphic pulled from source website:
https://crimemapping.com/map/location/90201,%20Bell,%20CA,%20USA?id=dHA9MCN0dj02NTEyODNhZSNsb2M9MTE2NTYwNiNsbmc9NTUjcGw9NjY3MDg0I2xicz0xNDo0MTMxMjkwI2xuPUVhZ2xlTG9jYXRvcg==

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on 1/21/26. The following data was reviewed:

	2023-24	2024-25	2025-26	Currently as of 1/21/26
Suspension Data Out-of-School			1	1
Suspension Data In-School			0	0
Expulsion Data			0	0
Office Discipline Referrals ODRs			1	1
Average Daily Attendance (ADA) Rate			94.33%	93.84%
Chronic Absenteeism Rate			4%	6.15%
Graduation Rate			N/A	N/A

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- Parent Advisory Committee
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

- ## Component 1: School Climate

Goal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

Component 2: Physical Environment

Goal(s):

- Objective: Since our main gate opens to a street and a major park, this gate will remain locked at all times, as well as the class door leading to the inside of the school.
- Related Activities: Making sure the cameras and video doorbell are always in working order.
- Resources needed: All adults need to be aware of the gate as well as the glass door (making sure both are closed and locked at all times.
- Person(s) responsible for implementation: Dr. Maria Rowell and Cobi Luciani
- Budget: Refer to schools' annual budget.
- Evaluation guidelines: Educational Partner Surveys, Staff Meetings

Component 3: School's Social Climate

Goal(s):

- Objective: Our school will create a caring and safe school climate where we do not tolerate bullying, cyberbullying, and harassment.
- Related Activities: Assemblies, teacher made materials and lessons, Coffee With Admin to inform parents, etc.
- Resources needed: All adults in the school need to be aware of what the students are doing and catch things as they are happening.
- Person(s) responsible for implementation: Dr. Maria Rowell and Cobi Luciani
- Budget: Refer to school's annual budget
- Evaluation guidelines: Educational Partner Surveys, Coffee With Admin, Staff Meetings

School Maps

Facilities Map

Emergency Map

Emergency Drills

Status Report Form

Magnolia Science Academy **DATE:_____**

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME_____ ROOM_____

TEACHER'S ASSISTANT'S NAME:_____ PRESENT: YES____ NO_____

PARENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

STUDENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

TYPE OF EMERGENCY DRILL:

FIRE:_____ DROP/TAKE COVER:_____ EARTHQUAKE:_____ LOCK DOWN:_____

SHELTER IN-PLACE:_____ EVACUATION:_____ OTHER:_____

ALL STUDENTS ACCOUNTED FOR: YES:_____ NO:_____

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	**LOCATION**

OTHER:

STUDENT WHO ARE ABSENT:	**STUDENT WHO LEFT EARLY:**

Emergency Drill Evaluation

MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar

2026-2027

H.O.S.T. Crisis Communication

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and

instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc., will also be noted on a list kept at the school.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (Penal Code 11166).

Reporting Procedures

1. **Initial Telephone Report**
   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department (Penal Code 11165.9, 11166).

   - Los Angeles County 800-540-4000 or https://reportChildAbuseLA.org
   - Orange County 714-940-1000 or 800-207-4464 and Forms | County of Orange Social Services Agency
   - San Diego County 858-560-2191 or 800-344-6000

2. **Written Report**
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) (Penal Code 11166, 11168).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.

Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	At least two adults must be present in any vehicle transporting students. One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable fingerprint background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries policy, Visitor and Volunteer policies, and Employee Handbook.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:
    - School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.
4. Staff Training:

- School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.

5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.
3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging

problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communication. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.
- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.

- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take

the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school-wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying-related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Instructional Continuity Plan for Site-Based Schools

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Magnolia Public Schools (“MPS” or “Charter School”) adopts the following Instructional Continuity Plan (“ICP”) to establish communication with

students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") states how MPS will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

- "Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.
- "In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.
- "Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.
- "Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, Zoom, through Google Classroom etc.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification MPS shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction will be closed as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;

- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to MPS's Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows:

    - Students will have access to lessons via an online portal, such as Google Classroom.
    - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided printed, weekly packets to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or
    - If an emergency or natural disaster disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county office of education, or charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family.

Communication

MPS's communication platform is ParentSquare and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and MPS employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through Google Classroom;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email, phone calls, ParentSquare messages, or Google Classroom messages;
- The Charter School's website and ParentSquare will:

    - Identify whether instruction is in-person, remote, or hybrid;
    - Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
    - Provide an outlook for when and how normal operations will resume. through the Charter School's ParentSquare, and when in-person instruction will resume.

- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every day.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Teacher-created tests and assessments, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Portfolios, State Standards testing, journals, presentations, quizzes, labs, interim assessments, and final examinations.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: reading difficulty screener (K-2), NWEA Measures of Academic Progress testing, and IXL.

Each student and their parent/guardian will receive confidential results of the above assessments through Google Classroom or Infinite Campus.

Academic Support

Students demonstrating the needs for additional support will be contacted by the school site's Academic Lead, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the
federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Academic Lead or Special Education Coordinator will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at (213) 628-3634.

The Academic Lead will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Director of Special Education at (213) 628-3634.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Academic Lead or EL Coordinator will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of EL and ELA Programs at (213) 628-3634.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless Student Liaison or the Foster Student Liaison at (213) 628-3634 for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

MPS recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Students and families will continue to have access to counseling services to support their mental health and emotional well-being. School psychologists and counselors will be available through virtual platforms, phone calls, and email to provide counseling check-ins, crisis intervention, and resources tailored to individual needs. These services aim to ensure continuity of care and help families navigate any challenges they may face during this period.

Available in the Community:

- CareSolace is available to quickly connect the school community to available mental health providers, substance use treatment, and social services matched to their needs. CareSolace can be reached at:
  - Call 888-515-0595. Multilingual support is available 24/7/365
  - Visit www.caresolace.com/mpsfamilies and either search on your own OR click “Book Appointment” for assistance by video chat, email, or phone

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school Magnolia Public Schools will work with our food service providers, following the National School Lunch program distribution meal program guidelines, so that all students are appropriately serviced. This includes but is not limited to curbside pick-up, delivery, or frozen multiple meal packages. Meal service times will be communicated with families via ParentSquare.

Expanded Learning Program

If the expanded learning program is interrupted, the Charter School will provide expanded learning opportunities, virtually. Virtual expanded learning opportunities will include an academic enrichment (homework help, tutoring, etc.) component and an educational enrichment (E-Sports, virtual field trips, STEAM clubs, etc.) component. If the Charter School's expanded learning program is sub-contracted to a third-party vendor, the Charter School will collaborate with the third party vendor to ensure the proper implementation of expanded learning programming that includes an academic enrichment component and educational enrichment component.

PROFESSIONAL LEARNING

Within a ten (10) day window of moving into remote learning, MPS will provide teachers with training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, and supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Multi-Tiered System of Response to Behavior

MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

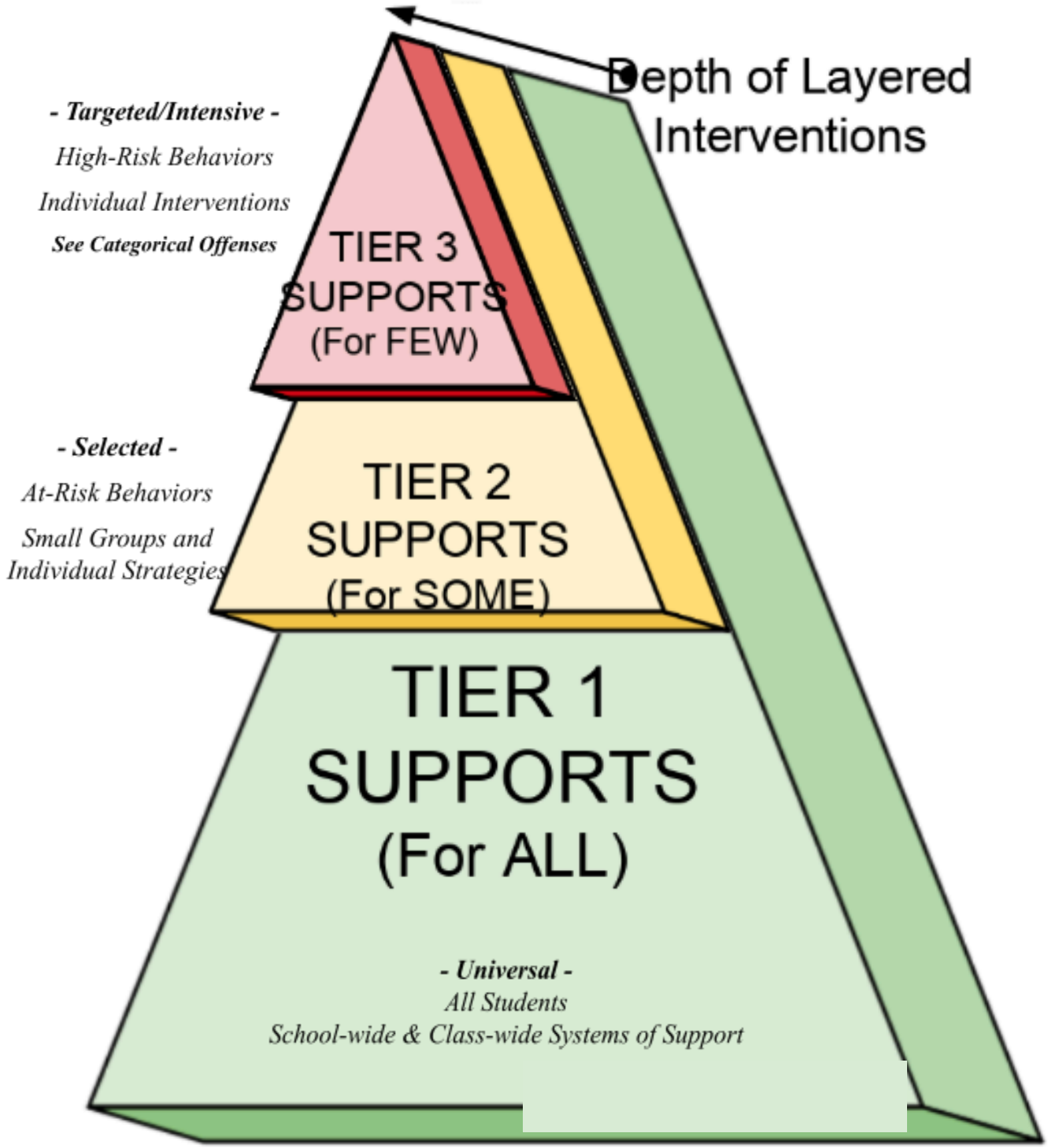
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range

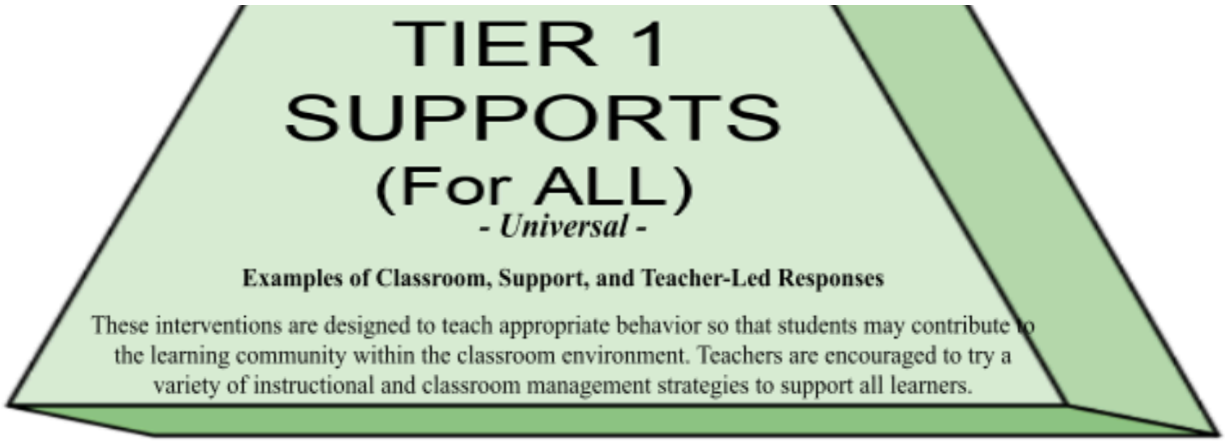
from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words, MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that causes a substantial disruption to the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of students to lawful student expression, as outlined in the "MPS Student Freedom of Speech/Expression Policy" available in the office of each MPS school.

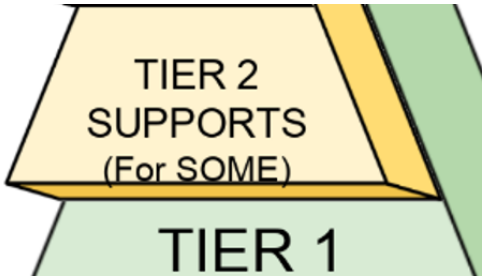
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS' system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✔ School-wide PBIS ✔ Social-emotional learning program ✔ Proactive classroom management ✔ Regular, preemptive communication with families ✔ Classroom incentives ✔ Seating, assignment, behavioral accommodations ✔ Conferencing with student(s) and parents ✔ Verbal correction and redirection ✔ Reminders, role-play, daily progress sheet ✔ Loss of classroom privileges ✔ Written and/or verbal reflection



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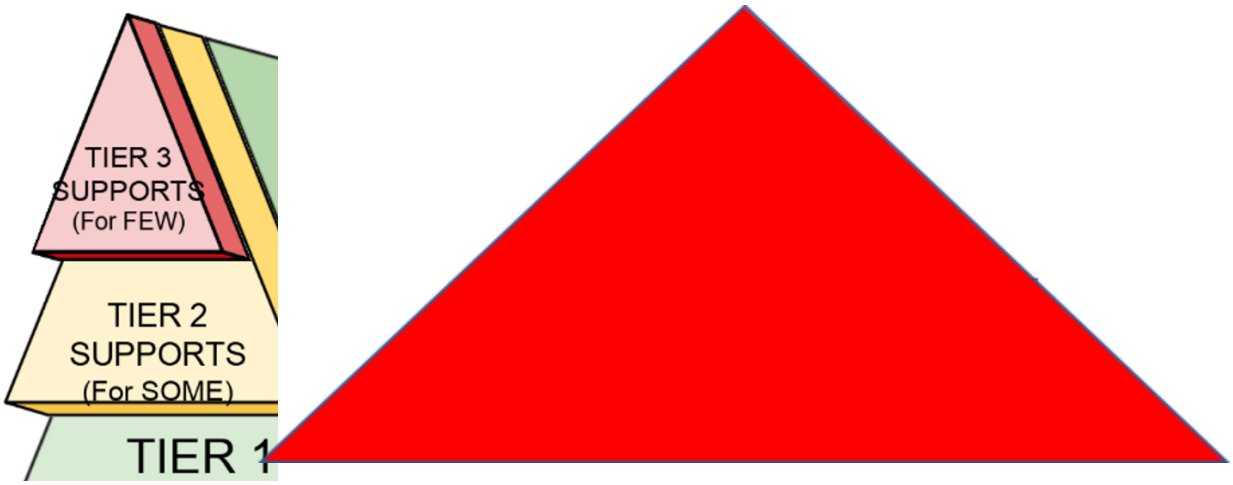
Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	✔ Behavioral contract ✔ Self-monitoring ✔ School-home communication ✔ Adult or peer mentorship ✔ Utilize check-in and check-out system ✔ Intensive academic and/or social support ✔ Reflection (lunch, after school, Saturday, etc.) ✔ Refer student to SSPT ✔ Loss of privileges ✔ Counseling ✔ Temporary removal from class ✔ Extended school day ✔ Suspension and/or expulsion



Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✔ All Tier 1 and Tier 2 interventions ✔ FBA-based behavior intervention plans ✔ Teaching replacement behavior ✔ Home and community supports ✔ Self-management program ✔ Restricted access ✔ In-school reflection and/or suspension ✔ Short-term out-of-school suspension ✔ Extended out-of-school suspension ✔ Request for alternate educational setting ✔ Suspension and/or expulsion

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem-solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues in the school information system but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and the progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Reflection

Reflection will be held on the assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls, emails, or notes will be accepted for this request.

In School Suspension

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area, not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. The student is expected to complete their classroom assignments and school community service during ISS.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
(d) An act of cyber sexual bullying.
(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

   At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student’s parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

   In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. **Suspension Appeals**

   Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will comprise of at least one school administrator (serves as procedural advisor), and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final and will be delivered to the parent/guardian in a written response. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

   - Uphold the suspension
   - Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS' disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, according to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.
E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or winfully defied the valid authority of school personnel (Grades 9-12 only)
- (i) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 onry)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, sefling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to comm.it a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

Sample
Confidential
Memorandum

To: **_____,** Teacher
From: **_____,**Principal
Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Public Schools ("MPS") to address sex discrimination, including but not limited to sexual harassment, occurring within MPS's education program or activity.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in MPS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults.

  o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

  o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.

  o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

  o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

  o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or

bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500

Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Gokhan Serce

Chief Academic Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012 Office: (213) 628-3634 | Fax: (714) 362-9588

gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with

the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and

- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up

to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from MPS.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[1]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

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- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

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described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Powered by BoardOnTrack

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Reasonable Accommodations to a Lactating Pupil;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

> California Department of Education
> 1430 N Street
> Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: First Name/MI:

(if applicable) Student Name: Grade: Date of Birth:

Street Address/Apt. #:

City: State: Zip Code:

Home Phone: Cell Phone: Work Phone:

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

These behaviors should only be ex ercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;

- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority.

Dress Code/Uniforms

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.** If you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.

- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No jean/denim style pants
No Cargo pants/shorts.
Must have a built-in pocket not a sewn-on pocket.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<u>Undergarments</u>

All undergarments, including bras, boxer shorts, etc., should not be visible

<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform,
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school’s administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), MPS shall ensure prompt notification to parents/guardians, pupils, teachers, administrators, and school personnel when federal immigration enforcement is confirmed to be present on or immediately adjacent to school grounds.

Definitions

- Immigration enforcement: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- Confirmed presence: Visual sighting by staff, verbal acknowledgment by the agent, presentation of credentials, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on or immediately adjacent to the school site, the site administrator or designee shall, as soon as possible and without unnecessary delay, direct the issuance of notifications to:

- All parents/guardians
- All pupils
- All teachers, administrators, and school personnel

Notifications shall be sent using the school-wide messaging platform of Parent Square. School staff will also receive a notification via email to inform them of the presence.

Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include, at minimum:

- Confirmation that immigration enforcement is occurring on or near campus
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

Sample Notification Language (to be translated):

NEARBY ICE ACTIVITY

Release Date: ASAP, timed response
Platform: ParentSquare (**Magnolia Science Academy** Families & Staff)
Subject: Notification of Nearby ICE Activity

Dear Magnolia Families,

We have been made aware of the presence of Federal Immigration and Customs Enforcement (ICE) activity near our school campus.

We understand that this may cause concern for families, and we want to reassure you that the safety and well-being of our students and staff remain our top priority. **At this time, no action is required, and normal school operations are continuing.**

Please remember that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.

Thank you for your continued support and understanding. If you have any questions, don't hesitate to call the main office.

Sincerely,

Principal Name
Name of School

ICE ON CAMPUS

Release Date: ASAP, timed response
Platform: ParentSquare (**Magnolia Science Academy** Families & Staff)
Subject: Urgent: ICE on Campus

Dear Magnolia Families,

We're writing to let you know that Federal Immigration and Customs Enforcement (ICE) personnel are currently on our campus.

We are actively monitoring the situation and following all established protocols to protect our students and staff. **Please note that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.**

We will continue to provide updates. If you have concerns, contact the front office.

Sincerely,

Principal Name
Name of School

Follow-Up Notification

As soon as immigration enforcement efforts have ceased or the agents have departed the campus or immediate area, an “all-clear” notification shall be sent using the same methods.

FOLLOW-UP NOTIFICATION

Release Date: ASAP, timed response
Platform: ParentSquare (**Magnolia Science Academy** Families & Staff)
Subject: Urgent: All Clear

Dear Magnolia Families,

We are writing to inform you that ICE activity in the area has concluded.

All students and staff are safe, and regular campus operations have resumed. Thank you for your patience and trust as we worked to ensure the safety of our school community.

Sincerely,

Principal Name
Name of School

MPS School Sponsored Field Trips & Cultural Excursions Policy

The Board of Directors of Magnolia Public Schools ("MPS" or the "Charter School") recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill MPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate lifelong learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out appropriately to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Definition

- A "field trip or cultural excursion" involves students leaving MPS grounds to participate in school-sponsored educational opportunities in connection with MPS's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co curricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The principal shall have the authority to approve all in and out of state day and overnight field trips and excursions with consultation of the MPS Academic and Finance Teams. Requests for out of country travel shall be brought before the Board of Directors for approval. The principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The principal will ensure that the following items will be adhered to for all MPS field trips and excursions:

1. The proposed field trip or cultural excursion relates to MPS's educational objectives.
2. The correct ratio of adults to students is met for supervision of the activity.
3. A means of transportation to and from the activity is provided.
4. Adequate restroom facilities, food and water will be available during the activity.

The principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons who are not employees of Magnolia Public Schools making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field

trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student.
2. Any medications the student is required to take with the time and dosage required.
3. Any medications the student is allergic to.
4. Any other medical information necessary to ensure the student's safety.
5. Waiver as described above.

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

The Charter School will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all MPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from their student injuries on campus or while participating in a Charter School sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the principal.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, responsibilities of the parent volunteers, and language or behavior requirements of all attendees.

To ensure student safety, any non-employee chaperones supervising students on a field trip must be a Certified Volunteer (C-Volunteer). All prospective chaperones must review the Magnolia Public Schools Volunteer, Visitation, Shadowing, and Removal Policy, complete the C-Volunteer Application Form, and agree to the Volunteer Commitment and Procedures. These forms must be submitted to the school office for processing. The office will provide confirmation once the volunteer clearance is approved. Only individuals who have completed this process and received clearance may serve as chaperones on any school field trips.

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All persons who are not employees of Magnolia Public Schools taking in-state or out-of state field trips or excursions and all parents or guardians of pupils taking in-state or out of-state field trips or excursions are required to sign a statement waiving all claims against MPS, its employees, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If vans are used, the vans cannot be manufactured to carry more than ten (10) occupants (including the driver). Simply removing seats or not

filling the occupancy does not meet the legal requirements. In addition, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

5. The minimum age requirement to transport passengers is twenty-five years old.

Each of these items will be provided to the principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed.

5. Maps and directions from the teacher should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake
- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: mrowell@magnoliapublicschools.org or (714)452-2440. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any

other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate the outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway, and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching, and support staff may also be part of the team but may act only when assigned specific duties by the Principal or designee.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress-positive actions were taken by the school.

- Announce new changes made after the incident has passed.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time

1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:

- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

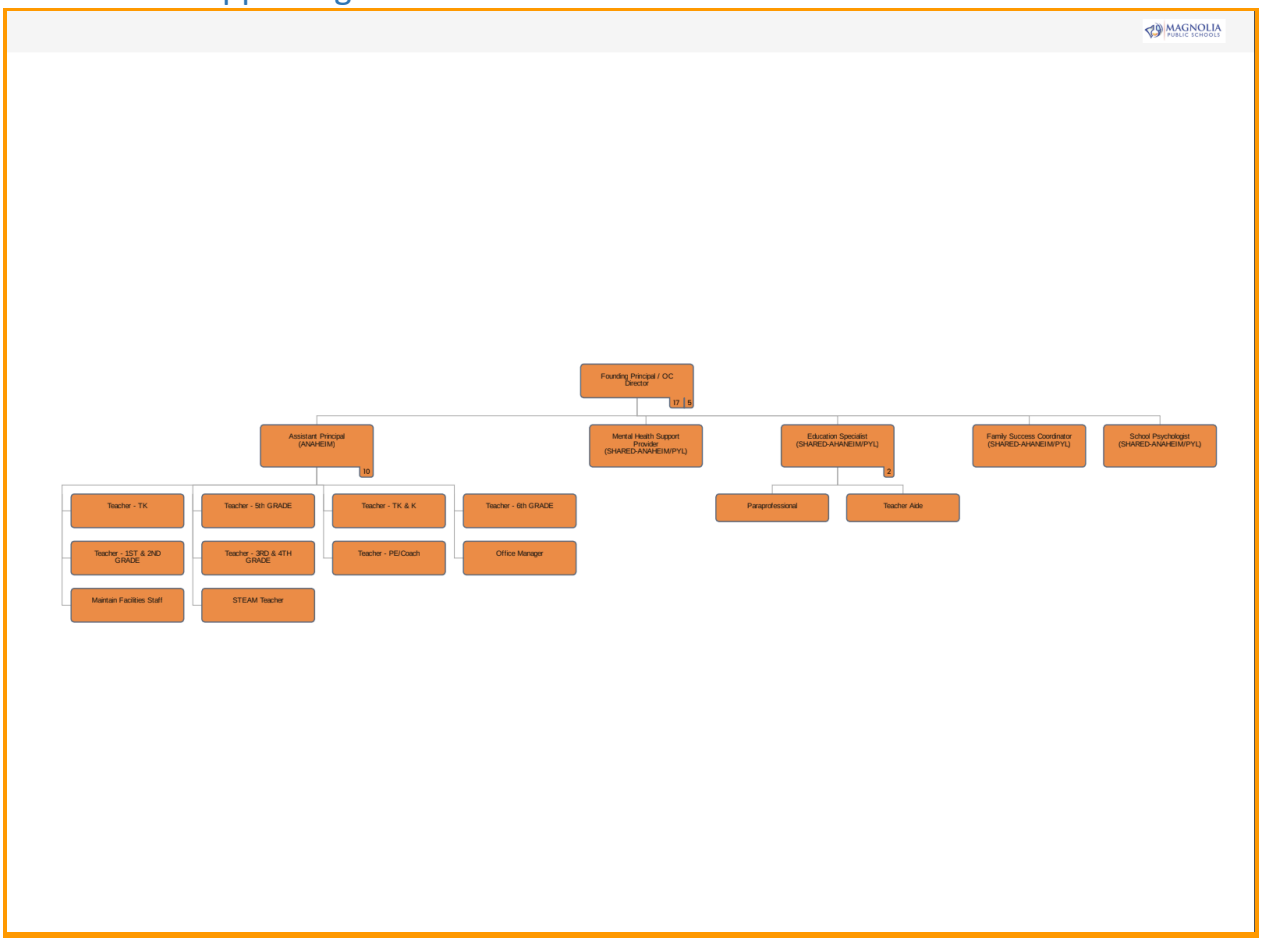
Building Resilience:

- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents



Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Safe School Plan Quick Reference Guide

MAGNOLIA SCIENCE ACADEMY ORANGE COUNTY - ANAHEIM
MAGNOLIA PUBLIC SCHOOLS

Dr. Maria Rowell, Principal
412 W. Carl Karcher Way
Anaheim, CA 92801
(714)452-2440
mrowell@magnoliapublicschools.org

School Safety Plan Definitions for School

- [redacted]

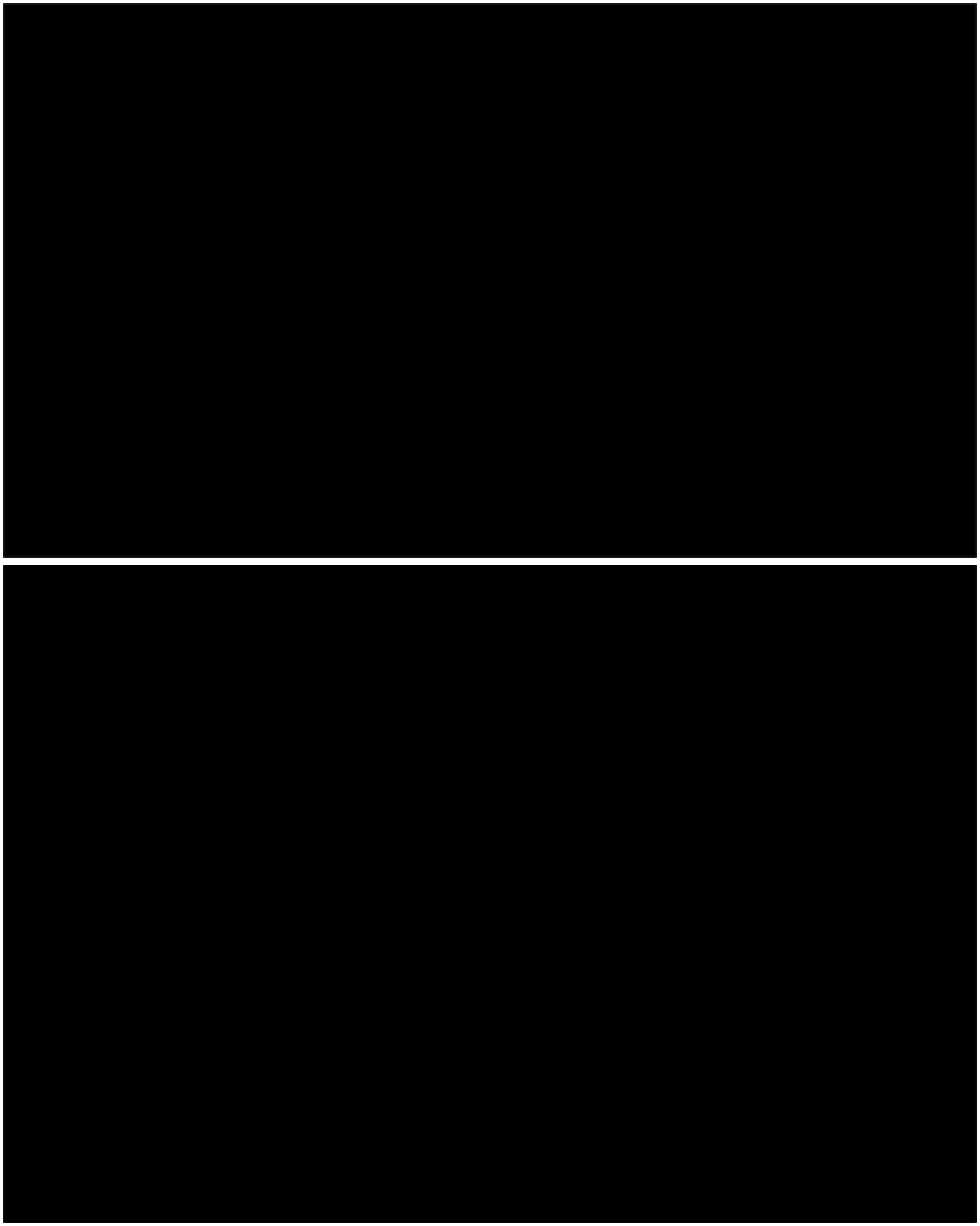
Emergency Teams:

- [redacted]

School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by law enforcement to contact school site administrators and employees in the event of an emergency:

School Incident Command System and Emergency Teams



School Site Specific Considerations

Emergency Supplies and Equipment Location

[redacted]

Crisis Response Team Chart

- [redacted]

Additional Contacts

School Safety Plan
Magnolia Science Academy Orange County - Placenta-Yorba Linda
MAGNOLIA PUBLIC SCHOOLS

Dr. Maria Rowell, Principal
1891 N. Kellogg Drive
Anaheim, CA 92807
(657) 207-3969

A meeting for public input was held on January 30, 2026

Plan Revised January 30, 2026

Plan approved by MAGNOLIA PUBLIC SCHOOL GOVERNING BOARD for review February 12, 2026

This document is available for public inspection during regular business hours at 7:30am - 4:00pm.

NOTE: Tactical information is excluded from the public inspection document. A “Public Inspection Log” will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Magnolia Science Academy - Placenta Yorba Linda
School Safety Plan
2026-2027

Magnolia Science Academy Placentia Yorba-Linda Parent Advisory Committee certifies that the requirements of California Education Code 32280-32282 have been met in the development of the following School Safety Plan.

Name	Agency	Contact Email
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]

Parent Advisory Committee/Safety Planning		
Name	Title	Contact Email
Dr. Maria Rowell	Principal	mrowell@magnoliapublicschools.org
Jason Huynh	Assistant Principal	jhuynh@magnoliapublicschools.org
Eunice Miranda	Office Manager	emiranda@magnoliapublicschoools.org
Sophia Langenwalter	Teacher	slangenwalter@magnoliapublicschools.org
Angel Mae Elchico	School Psychologist	amelchico@magnoliapublicschools.org

Our Mission

Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Our Vision

Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

About our School as a Safe Place to Learn

At Magnolia Public Schools, we envision a vibrant learning community where every student feels safe, nurtured, and respected. Through proactive efforts, we foster a positive and inclusive environment that empowers students to thrive academically, socially, and emotionally.

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PURPOSE & PREPARATION

Statement of Purpose

The School Safety Plan is designed to foster a secure school environment, fostering an optimal learning experience and elevating student academic achievement. This plan is strategically implemented to safeguard the well-being of students and staff, offering a structured response to emergencies and a set of guidelines for preparedness. The primary objectives of this plan include:

1. Ensuring the safety and welfare of students and staff.
2. Providing a coordinated and effective response to emergency situations.
    - Encouraging collaboration among co-located schools for a unified emergency response. This collaborative effort encompasses comprehensive goals, activities, teams, and timelines, ensuring a collective commitment to the well-being of all individuals on campus.
3. Safeguarding the school's facilities and property.
4. Facilitating a swift restoration to normal conditions in the aftermath of an emergency, minimizing confusion.
5. Coordinating with local emergency services when necessary to enhance overall emergency response capabilities.

Plan Organization

Effectively managing emergencies demands a dual focus on thorough emergency preparedness and efficient emergency response capabilities. The School Safety Plan is organized into five essential components:

1. Purpose and Preparation: This component addresses anticipated threats and hazards to the school, emphasizing safety needs before, during, and after an incident. It serves as the proactive foundation for comprehensive emergency preparedness.
2. Prevention: Focused on education and awareness strategies, this component aims to empower members of the learning community with the knowledge and tools to prevent incidents. Proactive measures play a pivotal role in ensuring a secure environment.
3. Response: Strategies and procedures for drills and handling potential threats are outlined. This component ensures a swift and coordinated response during emergency situations, contributing to the preparedness of both students and staff.
4. Recovery: Post-incident, this component centers on establishing therapeutic rapport and utilizing school and community-based resources to address the emotional impact of the crisis. Recovery efforts are crucial for restoring a sense of normalcy within the learning community.
5. Quick Reference Guide: Serving as an internal tool, the Quick Reference Guide enables the rapid activation of the team and safety protocols specific to potential incidents within the learning community. This guide enhances the efficiency and coordination of emergency response efforts.

Safety Goals and Objectives

The emergency safety plans are carefully developed to address a range of potential crises, including natural disasters and fires. The school sites participate in regular disaster drills conducted throughout the academic year to ensure that students and staff are well-prepared for any emergency scenario. A crucial part of our planning process involves each MPS school site conducting a thorough review of school-specific data, leading to the identification of specific goals for the school year. This proactive approach ensures that our emergency preparedness measures are

tailored to the unique needs and challenges of each school site, fostering a safe and secure learning environment for everyone in our community.

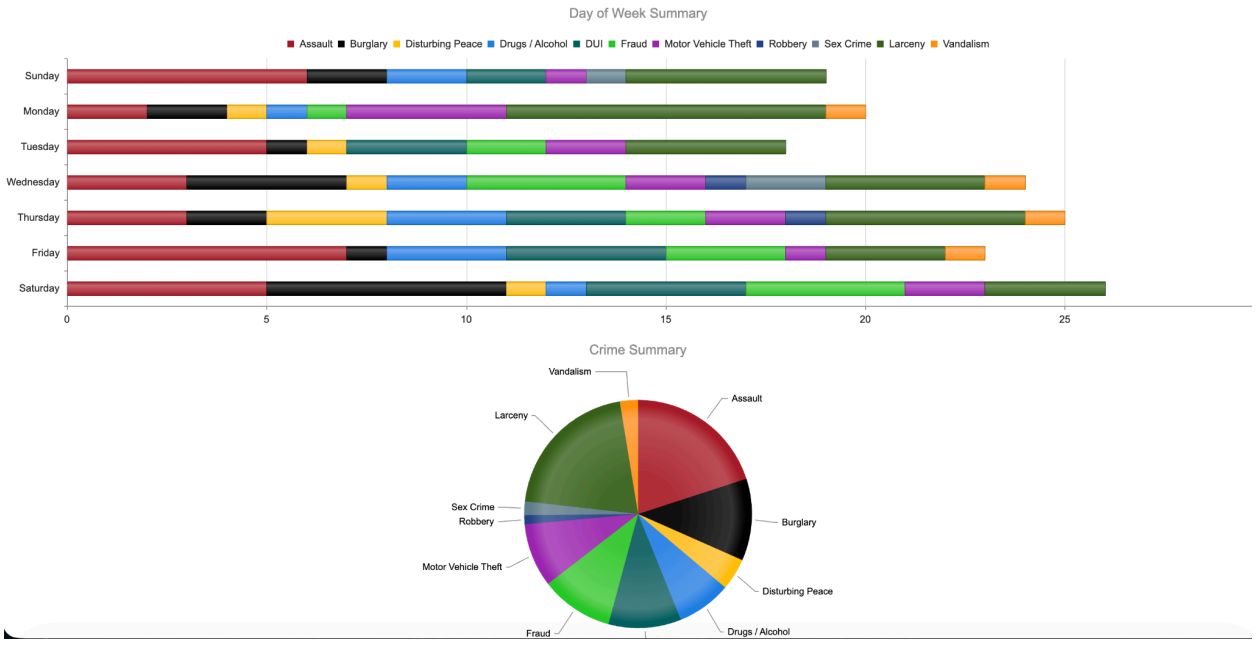
Assessment of Data

Local Crime Data

Data Source reviewed to develop statistical analysis was local Law Enforcement crime data via crimemapping.com

The top three crime violations in the area of 92807 from 5/2025 to 12/2025:

Type	Number
Total Crimes during time period	155
Top #1 - Larceny	32
#2 - Assault	31
#3 - Burglary	18



This data is represented by the following graphic pulled from source website: https://www.crimemapping.com/map/location/92807?id=#

School-wide Data

Data regarding school community was compiled from Infinite Campus, local records, and logs. Data was reviewed on 1/26/26 The following data was reviewed:

	2023-24	2024-25	2025-26	Currently as of 1/26
Suspension Data Out-of-School	N/A	N/A	0	0
Suspension Data In-School	N/A	N/A	0	0
Expulsion Data	N/A	N/A	0	0
Office Discipline Referrals ODRs	N/A	N/A	0	0
Average Daily Attendance (ADA) Rate	N/A	N/A	96.05%	96.05%
Chronic Absenteeism Rate	N/A	N/A	3.95%	3.95%
Graduation Rate	N/A	N/A	N/A	N/A

The committee reviewed the data and identified the appropriate strategies and programs that provide high-level school safety. Those programs and strategies include:

- Parent/Student Handbook
- School Safety Committee
- Discipline Committee
- Administration
- Local School Administration
- Parent Advisory Committee
- Parent Task Force
- Student Leadership
- Local Law Enforcement Collaboration

We will continue to review data in the upcoming academic year to continually revise and identify appropriate strategies and programs that provide/maintain a high level of school safety, both on and off campus.

Component 1: School ClimateGoal(s): All employees will uphold and implement all stated policies and procedures as noted in the school-wide safety plan.

- Objective: Annually, all employees will review the policies and procedures as noted in the safe school plan.
- Related Activities: Review regularly during Professional Learning Sessions, completion of training through CharterSafe, committee meetings, and safety meetings.
- Resources needed: Safety plan
- Person(s) responsible for implementation: Designated Administrator, Safety Committee
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational Partner Surveys

How to make school campus safer? How are scholars lining up? Anything that has to do with physical school environment

Component 2: Physical Environment

Goal(s):

- Objective: Annually, Ensure a streamline and safe valet system in shared parking lot w/ Esperanza High School
- Related Activities: Collaboration w/ Esperanza staff, procedure for pick up / drop off
- Resources needed: Walkies, safety cones
- Person(s) responsible for implementation: Jason Huynh, Eunice Miranda
- Budget: Refer to schools' annual budget
- Evaluation guidelines: Educational staff survey, staff / parent feedback

Component 3: School's Social Climate

Goal(s): Implement a Multi-Tiered System of Response to Behavior to support all student behavior and social-emotional health.

- Objective: Maintaining and reinforcing positive behavior through intervention supports.
- Related Activities: Conduct SSPT and PBIS Meetings monthly or when needed
- Resources needed: MTSS Referral Form, Multi-Tiered support, and Intervention Charts
- Person(s) responsible for implementation: Designated Administrator, MTSS Coordinator, Teacher & Staff. PBIS Team
- Budget: Refer to schools' annual budget
- Evaluation guidelines: PBIS Data Tracker, Office Referrals, Infinite Campus Behavior Management Logs

School Maps

Facilities Map

Emergency Map

Emergency Drills

Status Report Form

Magnolia Science Academy **DATE:_____**

DRILL/EMERGENCY STATUS REPORT

RETURN TO THE ASSEMBLY AREA/INCIDENT COMMAND CENTER

TEACHER'S NAME_____ ROOM_____

TEACHER'S ASSISTANT'S NAME:_____ PRESENT: YES____ NO_____

PARENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

STUDENT VOLUNTEER(S):_____ PRESENT: YES____ NO ____

TYPE OF EMERGENCY DRILL:

FIRE:_____ DROP/TAKE COVER:_____ EARTHQUAKE:_____ LOCK DOWN:_____

SHELTER IN-PLACE:_____ EVACUATION:_____ OTHER:_____

ALL STUDENTS ACCOUNTED FOR: YES:_____ NO:_____

MISSING OR UNACCOUNTED FOR:

INJURED STUDENTS/PERSONS & LOCATION:

STUDENT(S)	**LOCATION**

OTHER:

STUDENT WHO ARE ABSENT:	**STUDENT WHO LEFT EARLY:**

Emergency Drill Evaluation

MPS Emergency Drill Evaluation (Google Form)

The MPS Emergency Drill Evaluation collects the following information:

- School site
- When did the emergency drill take place?
- Drill Type
- Date Conducted
- Time Started and Time Completion
- Alert Type
- Did everyone on campus participate?
- If parents/guardians participated, what were their roles?
- Rate students' performance of emergency procedures.
- Rate faculty's performance of emergency procedures.
- Rate emergency team performance of duties.
- Rate accounting for everyone.
- Rate alert system.
- Did the School Safety Committee and/or Emergency Team Leaders debrief after the drill?
- List the top lesson learned from this drill and how it will be addressed.
- What school-site training support would improve emergency drills and/or preparedness?

Emergency Drill Calendar

2026-2027

H.O.S.T. Crisis Communication

1.

PREVENTION

Employee Preparedness

Our commitment to ensuring a safe and secure school environment involves comprehensive measures to prepare and empower our staff for effective response during emergencies. Here are the key components of our Employee Preparedness plan:

Ongoing Preparedness Measures:

- Regular review of the School Safety Plan and other emergency policies and procedures.
- Familiarization with each employee's role during emergency situations.
- Knowledge and evaluation of required drills, ensuring staff are well-versed in emergency response procedures.
- Familiarity with the layout of buildings, grounds, and all emergency procedures.
- Review of the locations of emergency exits, fire extinguishers, fire alarms, and emergency equipment and supplies.
- Attendance at updated training sessions covering first aid, CPR, the use of fire extinguishers, and search and rescue, as necessary.

Employee Skills

At the commencement of each school year, the School Principal or designee will seek input from instructional and non-instructional staff to identify individuals with special skills or experiences that could be beneficial during an emergency. These employees may be assigned specific emergency management roles, such as first aid, CPR, search & rescue, and fire extinguisher training and certification.

The instructional staff is responsible for the following:

- Presenting instruction to students about emergency preparedness plans and student responsibilities during major emergencies.
- Maintaining readily accessible attendance sheets for use during evacuations.
- Updating and storing classroom emergency kits in safe, accessible locations.
- Full participation in fire, earthquake, and evacuation drills.
- Developing planned activities for students during periods of confinement in emergencies.

The School Principal, or designee, is responsible for the following:

- Assigning employees to specific roles based on their skills, abilities, and normal functions.
- Ensuring that all employees are familiar with site maps, evacuation plans, and are trained in emergency response roles.
- Updating lists of employees trained in first aid, CPR, fire extinguisher use, and search and rescue, arranging for update training as necessary.
- Regularly updating site floor plans showing evacuation routes, assembly areas, emergency supplies, equipment, fire extinguishers, fire alarm pulls, master electrical panels, and main water and gas shut-off valves.
- Posting emergency procedures in visible locations across the school.
- Updating the list of disabled students or employees, arranging for evacuation assistance or other special assistance as needed.
- Testing the site warning system and ensuring signal recognition by employees and students.
- Conducting an inventory of all emergency supplies and equipment, replacing used or outdated items.
- Maintaining a list of emergency phone numbers in readily accessible locations.

Employee/Student Special Needs

Employees and students with special needs are encouraged to self-identify their specific requirements during emergencies. At the beginning of each school year, parents are asked to provide written information and instructions concerning the specific needs of students. Areas of the school with employees and/or students with permanent mobility impairments should maintain any necessary evacuation devices on each floor where such individuals are located.

Emergency Onsite Personnel

Emergency phone contacts for staff will be kept on file at the school office. Staff with specific training in emergency response, safety, CPR, etc., will also be noted on a list kept at the school.

Child Abuse and Neglect Reporting

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to Child Protective Services or law enforcement.

MPS will provide annual training on the mandated reporting requirements, using the online training module provided by MPS, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of employment.

Reportable Offenses

A mandated reporter is obligated to report whenever, in their professional capacity or within the scope of their employment, they have knowledge of or observe a child whom they know or reasonably suspect has been the victim of child abuse or neglect (Penal Code 11166).

Responsibility for Reporting

Mandated reporters must take immediate action whenever they have knowledge of or observe suspected child abuse or neglect within their professional capacity or employment scope (Penal Code 11166).

Reporting Procedures

1. **Initial Telephone Report**
   Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department (Penal Code 11165.9, 11166).

   - Los Angeles County 800-540-4000 or https://reportChildAbuseLA.org

- Orange County 714-940-1000 or 800-207-4464 and Forms | County of Orange Social Services Agency
- San Diego County 858-560-2191 or 800-344-6000

2. **Written Report**
   Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572) (Penal Code 11166, 11168).
3. **Confidentiality**
   Mandated reporters are assured that the reporting process is confidential, and their identity will be protected. Ensuring the safety of the child is the top priority, and the reporting process is designed to support this goal.

Investigation of Suspected Child Abuse or Neglect by Peace Officers - PC 11174.3

A suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, by a representative of a governmental agency investigating the case, or by the State Department of Social Services when deemed necessary. The investigation is based on a report of suspected child abuse or neglect that occurred within the student's home or out-of-home care facility. The student must be given the option of being interviewed in private or selecting a member of the school staff, whether certificated or classified, to be present at the interview.

The selected staff's role is to provide support to the student and to help the student feel as comfortable as possible; it is not to participate in the interview and discuss the case with the student. The principal or the principal's designee should remind the staff member selected of the staff member's role and the requirement to maintain confidentiality prior to the interview. The staff member selected may decline the request to be present at the interview; however, if the staff member agrees to be present, the interview must take place during school hours.

Releasing a Student to a Peace Officer - EC 48906

When a minor student is released to a peace officer for the purpose of removing the student from the school premises, a school official must take immediate steps to notify the parent or responsible relative of the student of such removal and the place to which the student is being taken.

In the case where the student is being taken into custody as a victim of suspected child abuse, the school official must provide the peace officer with the address and contact information of the student's parent. It is the responsibility of the peace officer to contact the parent.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, the school shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess,

	transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Private Electronic Communication Prohibited	Staff may not communicate privately with students via personal phone, text, social media, or apps. All school-related electronic communication must use school-approved platforms with at least one other adult copied or able to monitor.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	At least two adults must be present in any vehicle transporting students. One-to-one transportation of a single student by one adult is prohibited except in documented emergencies.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable fingerprint background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in the school's Professional Boundaries policy, Visitor and Volunteer policies, and Employee Handbook.

Procedures for Safe Ingress and Egress from School

Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.

1. Availability of Maps: Maps, including evacuation routes, are readily available in the front office to facilitate safe movements within the school premises. These resources are easily accessible to all relevant personnel.
2. Visitor Protocol: Visitors and guests are welcome at the school, but reasonable precautions are taken to safeguard students and staff. Visitors should:
    - Report and sign in at the office.
    - Be provided with a visitor's badge.
    - Be prepared to provide identification to school personnel.
    - Respect school rules.
3. Exterior Door Management:

- School personnel should ensure that all exterior doors are marked with a notice instructing visitors to report to the office first. Exterior doors, except those near the office, should remain locked to control access.

4. Staff Training:
    - School staff should receive training on how to greet visitors, with the first question being "May I help you?" Someone should greet every visitor.
5. Response to Intruders:
    - Any intruder found roaming the building without a visitor's badge or visible identification should be escorted to the office. School personnel in the office can then provide additional information or directions.
6. Progressive Response to Non-Compliance:
    - Visitors who fail to comply with school procedures should verbally be informed of the violation. If non-compliance persists:
        - Notify the office of the situation.
        - Follow the person if possible and continue to give notice of the violation of school rules.
        - Notify the police or call 911.
7. Building-Wide Notification Plan:
    - In case of an intruder(s), the office should activate a building-wide notification plan:
        - Make a PA announcement using predetermined code phrases.
        - Instruct classroom doors to be closed.
        - Advise students to remain in their current areas.

Social Climate: School and Physical Environment

At MPS, we firmly believe that safety and education are a shared responsibility among parents, teachers, and students. Our school's successful operation relies on the cooperation of everyone involved. Each group holds a responsibility to contribute, creating an environment where learning, safety, and play can harmoniously coexist. We uphold the principle that every individual, regardless of color, race, gender, popularity, ability, religion, or nationality, has the right to feel safe, secure, and accepted.

Our vision is shared through the student-parent handbook, a tool that communicates our expectations to students and parents alike. MPS is a reflection of all of us, and our policies are crafted to provide a safe and orderly environment conducive to learning. Our dedicated faculty and staff eagerly anticipate sharing their expertise in academics, special programs, and extracurricular activities.

To make MPS a thriving community, we encourage active participation from students and parents. Explore our programs, activities, and schedule, and become an engaged participant in your education through classes, clubs, and various activities. We recognize that a school environment thrives when governed by clearly defined and implemented rules. To this end, MPS has compiled a comprehensive student-parent handbook, addressing the school's regulations and policies to set a standard for the entire school community.

Effective Communication

Open and effective communication is essential for addressing issues or concerns that may arise with teachers, staff members, or administrators. We encourage both students and parents to approach the person directly involved when faced with a situation of concern.

For Students: If a student encounters a challenge at school, we believe in empowering them to communicate and seek resolution. In cases involving classroom situations or issues with teachers, we recommend the following steps:

1. Talk with the Teacher - The student should be encouraged to express their concerns directly to the teacher. Open dialogue between students and teachers is the foundation for understanding and resolving issues.
2. Talk with an Administrator - If the issue persists or if the student is uncomfortable talking directly to the teacher, the student is encouraged to approach an administrator.

3. Parental Involvement - In instances where the student is reluctant to speak with the teacher or administrator, the parent may accompany the student and facilitate the conversation with the teacher.

It is crucial to demonstrate to children how to actively and constructively solve problems. If a concern is significant enough for a child to discuss, it is equally important for them to learn how to be part of the solution. Encouraging problem-solving skills empowers students to take an active role in creating a positive and solution-oriented school environment.

Parent Concern

Addressing concerns in a timely and effective manner is crucial for fostering a positive school environment. Parents are encouraged to follow these steps when dealing with concerns:

1. Initiate a Conversation with the Teacher. In the initial stages of any concern, it is recommended to talk directly with the teacher. Teachers can provide insights into classroom situations from both an adult and professional perspective, often resolving misunderstandings through open communication.
2. Follow up with the Teacher if Necessary. If the concern persists after an initial conversation, it is advisable to revisit the issue with the teacher. Open dialogue allows for continued communication and a more in-depth understanding of the situation.
3. Schedule an Appointment with the Administrator. If resolution is not achieved at the teacher level, parents are encouraged to make an appointment with the relevant administrator. Thai step ensures that concerns are elevated to the appropriate authority for further consideration.
4. MPS Home Office Communication. If concerns persist even after meeting with the Principal, the parent is encouraged to complete the appropriate form available in the MPS Student-Parent Handbook. The form should include details about the complaint and the steps taken to resolve it. Once completed, contact the MPS Home Office to ensure a thorough and documented review of the matter.
5. MPS Board Communcaiton. If necessary, the next level of communication involves reaching out to the MPS Board. Parents may initiate this process by revising the form originally submitted. The MPS Board will consider the matter at its next meeting, providing a transparent and structured approach to addressing concerns. In the event that the Board decides not to hear the complaint, the Superintendent's decision will be considered final.

Communication Channels. Teachers, staff, and administration are accessible through email, phone, in-person meetings, and by appointment. However, due to busy schedules, we request parents to schedule meetings in advance rather than dropping in. This ensures that everyone involved can allocate time for a focused and productive discussion.

Respectful and Constructive Communication. MPS emphasizes the importance of maintaining respectful and constructive communication. Parents are kindly requested not to "drop-in" for appointments and should avoid engaging with teachers, other parents, students, or administrators in a disrespectful or threatening manner.

Students Responsibilities

I am aware of my responsibilities and will do my best to satisfy my parents'/teachers' expectations at MPS because this will help me do better in the future. I agree to really try and do the following:

- I will come to school dressed in uniform every day and on time.
- I will be prepared for all my classes with all required materials.
- I will complete class work and homework on time.
- I will do all the homework assigned to me the best way I can and ask for help when needed.
- I will strive consistently to give my best, and to make my best academic progress.
- I will act responsibly and respectfully at all times and towards all members of the school community.
- I will follow all school rules.
- I will obey the School's Code of Conduct.

- I will respect my property, that of others, and that of the School.
- I will take good care of my books, and other materials the School allows me to use.
- I will serve my community.

Parent Responsibilities

I understand that my child's studies are very important and my participation in activities at MPS is a critical component of my child's educational success. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- I will take a positive and active role in supporting my student's education.
- I will make certain my student attends school regularly and on time.
- I will notify school when child is absent and provide appropriate documentation.
- I will ensure that my student follows the school attendance policy and dress codes.
- I will ensure that my child come to school rested, clean, well-fed, and appropriately dressed (in student uniform).
- I will notify office immediately if there is a change of home address or phone number.
- I will set aside a specific time and place for my student to do homework.
- I will support my student in completing homework, including, if necessary, limiting time watching television, computer gaming, and recreational internet use.
- I will allow my student to attend remedial and other programs offered if requested by the school as is needed for individual improvement.
- I will set up a college-bound environment at home and support my student through the college admission and scholarship-finding process.
- I will emphasize my child adheres to the MPS Discipline Code at all times.
- I will enforce the School Code of Conduct with my child, including ensuring my child is wearing the uniform and promoting respect for teachers and all adults and students.
- I will follow through with any problem behaviors noted by the School.
- I will attend orientation meetings prior to the start of School.
- I will communicate regularly with my student's teachers to ensure his/her academic success (includes attending at least two conferences in a school year).
- I will review information and work sent home and/or posted online for parents and students via the school website and the online Student Information System and respond as necessary (computer access is available for parents at School if needed).
- I will review progress reports that are sent by the School and respond as necessary.
- I will encourage positive attitudes toward school.
- I will talk with my student about what he/she is learning.
- I will expect and encourage my student to be focused on learning.
- I will expect and support my student to strive consistently to give his/her best, and to make his/her best academic progress.
- I will assure that my child does not destroy materials (textbooks, equipment, etc.) and/or MPS property.
- I will pay for any damages to materials and/or property incurred by student.
- I will assure that students do not bring destructive materials to school (markers, paint, etc.)
- I will assure that all school materials loaned to students will be returned in the condition issued (textbooks, library books, etc.) I will pay for any lost or damaged books in CASH only.
- I understand that a student's bringing or possession of any weapon is grounds for expulsion from the Charter School.
- I will complete and return all necessary school forms and documents on time as requested by school officials.
- I will try to volunteer at School when requested. (Parents/guardians are not required to volunteer for MPS.)

School Responsibilities

- The School will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables all students to meet the State Core Curriculum Content Standards in all content areas through an aligned curriculum and rigorous assessment.
- The School will provide a variety of support programs to enhance instruction at all grade levels.
- The School will send frequent reports to parents on their child's progress.
- The School will hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual student's achievement. Conference dates will be listed on the school calendar and additional dates will be sent through notification by the School.
- The School will grant parents reasonable access to staff by appointment through the office.
- The School will provide parents with the ability to observe classroom activities by appointment through the office.

Building Capacity for Engagement

Infinite Campus

MPS leverages the Infinite Campus online web portal to enhance efficient communication among parents, students, and teachers. Each teacher maintains a dedicated grade book for every class, providing a centralized hub for course-related information. Teachers regularly update and share course materials, homework assignments, projects, and course grade statistics, as well as detailed records of students' performance, including grades on quizzes, tests, class participation, and homework assignments. Access to these resources is secured through confidential passwords, ensuring a private and secure environment for students and parents to stay informed and engaged in their academic journey.

ParentSquare

MPS utilizes ParentSquare, a school-to-home engagement platform, to streamline communication between the school and parents. This dynamic platform facilitates automated messages tailored to individual students, delivering key information directly to parents. Utilizing ParentSquare, MPS communicates essential details such as attendance information, news updates, upcoming events, opportunities for parent and family engagement, surveys, resources for parent education, and more. With seamless integration into Infinite Campus, multilingual translation capabilities spanning over 100 languages, and versatile access through the app, email, text, voice, and web portal, ParentSquare ensures inclusive and equitable communication, fostering strong connections between the school and all families.

Parent Advisory Committee (PAC)

In adherence to the Local Control and Accountability Plan (LCAP), the invaluable input of educational partners—including students, families, staff, and community members—is paramount. To fortify the collaborative relationship among these educational partners and review the LCAP along with its various components crucial to student success, schools will host PAC (Partnership Advisory Committee) meetings. PAC meetings will replace School Site Council (SSC) gatherings, streamlining efforts to enhance meeting effectiveness and efficiency.

Scheduled throughout the school year, PAC meetings will actively engage in:

- Planning, Reviewing, and Enhancing LCAP, Title I, and Part A Programs: The committee will play a pivotal role in evaluating and refining the LCAP, Title I, and Part A programs, ensuring alignment with the overarching goals of the LCAP.
- Primary Oversight of Parent and Family Engagement Policy: PAC will serve as the primary committee responsible for reviewing and shaping the parent and family engagement policy. Additionally, if applicable, the committee will extend its purview to other school program plans, fostering a comprehensive approach to school improvement.

Collaboration between school leadership and PAC will be integral to ensuring active parental involvement in the school improvement process. This strategic shift aims to promote effective communication and collective decision-making for the betterment of our educational community.

Parent Task Force (PTF)

Our Parent Association conducts annual elections to fill key positions including President, Vice President, Treasurer, and Secretary. A consistent 10% of our parents actively participate in monthly Parent-Teacher Fellowship (PTF) meetings, creating a dedicated forum for collaborative efforts. PTF meetings serve as a platform where parents take the lead, steering discussions and garnering support for ongoing fundraising initiatives, cultural events, and engagement opportunities designed for all families.

Led by elected PTF Committee Officers, chosen by families vested in supporting the success of all students at MPS, these meetings foster an environment of shared interest and collective dedication. Throughout these gatherings, parents collaborate, pooling their experiences and skills to strategically work towards common goals that propel student success. This approach ensures a dynamic partnership between parents and the school community, actively contributing to the holistic development and achievement of our students.

Professional Development

Professional development occurs on a regular basis to address the diverse needs of our students and their various learning styles. Prior to the start of the academic school year, teachers receive extensive training on school-wide academic expectations and how to meet the needs of all learners. Teachers are trained on the rules and regulations students are expected to uphold, including but not limited to illegal substances (drugs, alcohol, and related paraphernalia) and the risks and factors related to this. Also, training on bullying awareness and bullying prevention occur throughout the school year to help minimize bullying-related altercations.

We collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in accordance with EC 49380 effective January 1, 2015.

Physical Environment

MPS is dedicated to providing a safe, healthy, and nurturing environment characterized by trust, care, and professionalism. To achieve this, we have implemented a comprehensive set of health, safety, and risk management policies that comply with all applicable state and local laws and regulations. The on-site school administration consistently monitors activities to ensure the safety and security of our students. Parents and students are informed through the MPS Student-Parent Handbook about these policies, covering essential aspects of our commitment to safety.

MPS commitment extends to maintaining a drug-free, alcohol-free, and tobacco-free zone within the school premises, accompanied by a zero-tolerance policy for sexual harassment for all employees, students, and parents. Students are educated about bullying and cyberbullying through school-wide assemblies and engaging guest speakers. All staff members are designated mandated reporters for cases of child abuse or violence, further reinforcing our commitment to student well-being.

In preparation for emergencies such as natural disasters and fires, we have developed and communicated emergency safety plans. Each classroom is equipped with these plans, and disaster drills are practiced regularly throughout the year. Our collective efforts create a secure and supportive environment that fosters the academic and personal growth of our students.

Instructional Continuity Plan for Site-Based Schools

INTRODUCTION

Pursuant to Senate Bill 153 and California Education Code section 32282, subdivision (a)(3)(A), Magnolia Public Schools ("MPS" or "Charter School") adopts the following Instructional Continuity Plan ("ICP") to establish communication with students and their families and provide instruction to students when in-person instruction is disrupted due to an emergency or a natural disaster.

The Instructional Continuity Plan ("ICP") states how MPS will:

1. Establish communication with students and families not later than five (5) calendar days after an emergency or natural disaster that disrupts in-person education, with the goal being to establish two-way communication and to identify and provide students with social-emotional, mental health, and academic supports; and
2. Establish access to alternative in-person instruction, remote instruction, or a hybrid model no more than ten instructional (10) days after an emergency or natural disaster disrupts in-person education.

DEFINITIONS

- "Remote Learning" means instruction in which the student and certificated teacher are in different locations and instruction shall be aligned with traditional independent study per Education Code 51745-51747.5. Instructional time shall be based on the time value of the learning tasks and assignments delegated by the teacher.
- "In-person instruction" means instruction under the immediate physical supervision and control of a certificated employee of the Charter School while engaged in educational activities required of the student.
- "Two-way communication" may include phone calls, email, or instant messaging through ParentSquare, the Charter School's portal.
- "Emergency or natural disaster" may include wildfires, earthquakes, severe weather, floods, landslides, tsunamis, pandemic, infectious disease outbreaks, chemical/hazardous materials spill or threat, etc.

STUDENT AND FAMILY ENGAGEMENT

To provide consistency during an emergency, the Charter School's primary mode of communication shall be through ParentSquare. This platform provides a secure environment to communicate with each student and their parent/guardian through instant messages, classroom postings, flyers, and embedded documents. In addition to ParentSquare, teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. phone calls, online classroom postings, Zoom, through Google Classroom etc.) regarding each student's academic progress, attendance/participation, behavior, and social-emotional well-being.

Initial Notification MPS shall:

Engage students and families as soon as practicable following an emergency or natural disaster that disrupts in-person learning. The initial communication establishing two-way communication with students and their families shall occur no later than five (5) calendar days following an emergency. This communication shall:

- Notify students and families that in-person instruction will be closed as a result of the emergency or natural disaster;
- Provide students and families with a status update, based on the most up-to-date and credible sources available, on the nature and extent of the emergency or natural disaster;
- Inform the Charter School community of the methods the school will use to communicate with students and families while in-person instruction is disrupted;
- Request that students and families check in and report their physical well-being, as well as any immediate social-emotional, mental health, and academic needs;
- Provide support for students' social-emotional, mental health, and academic needs by using internal resources to the extent available, and by referring families to any community-based or emergency-focused resources and services providers that may be available; and

Remote Instruction

Charter School shall provide access to in-person or remote instruction as soon as practicable, but no more than ten (10) instructional days following the emergency or natural disaster, which includes:

- If in-person instruction is not feasible, the Charter School will provide remote instruction pursuant to MPS's Independent Study Policy and procedures; and
- Provide access to instructional resources such as a laptop, internet, and instructional materials to participate in remote instruction as follows:

    - Students will have access to lessons via an online portal, such as Google Classroom.
    - If the online portal is not accessible due to unforeseen disruptions, students and families will be provided printed, weekly packets to ensure schoolwork from teachers related to assignments, instruction, and assessments is uninterrupted; or
    - If an emergency or natural disaster disrupts in-person learning and independent study is not feasible, a student may also be offered enrollment in or be temporarily reassigned to another site, school district, county office of education, or charter school[1]. This information will be determined on a case-by-case basis and communicated to each impacted family.

Communication

MPS's communication platform is ParentSquare and all communications regarding an emergency or natural disaster will be posted on this platform, which is accessible to all students, parents/guardians, and MPS employees.

ParentSquare will also be used to provide instructions to the school community regarding how and when families will access instruction, academic supports, social-emotional resources, and important updates regarding when in-person instruction will resume.

Other forms of communication will be as follows:

- Questions regarding academic instruction, assessments, homework, etc. will occur through Google Classroom;
- Teachers will communicate with parents/guardians on a regular basis through traditional communication channels (i.e. email, phone calls, ParentSquare messages, or Google Classroom messages;

- The Charter School's website and ParentSquare will:

  - Identify whether instruction is in-person, remote, or hybrid;
  - Provide updates and solutions about the impact the emergency or natural disaster is having on providing in-person, remote, or hybrid instruction; and
  - Provide an outlook for when and how normal operations will resume. through the Charter School's ParentSquare, and when in-person instruction will resume.

- If the emergency or natural disaster has negatively impacted power or internet services, flyers will be posted at local community centers, libraries, and other publicly accessible locations.

This information will be provided upon the Charter School's emergency closure and updated every day.

INSTRUCTION AND ASSESSMENT

Independent Study Agreements

All students will be asked to sign an independent study agreement during the enrollment/re-enrollment period every year to ensure agreements are in place prior to an emergency or natural disaster that limits or prevents access to the school site.

Course Content

The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. For high school grade levels this shall include access to all courses offered by the Charter School for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.

Assessments

Teachers will use the following assessment tools to check for student understanding: Teacher-created tests and assessments, Progress/Report Cards, Chapter/Unit Tests, Work Samples, Portfolios, State Standards testing, journals, presentations, quizzes, labs, interim assessments, and final examinations.

The Charter School will use multiple assessment tools to determine each student's areas of progress and growth including: reading difficulty screener (K-2), NWEA Measures of Academic Progress testing, and IXL.

Each student and their parent/guardian will receive confidential results of the above assessments through Google Classroom or Infinite Campus.

Academic Support

Students demonstrating the needs for additional support will be contacted by the school site's Academic Lead, to discuss remedial measures or to convene a Student Support Team ("SST"), Section 504, or Individualized Education Program ("IEP") Team meeting to review additional accommodations, services of support.

Teachers will maintain virtual office hours to provide students or a parent/guardian the opportunity to clarify assignments, request additional academic support, or address other areas of concern. Each teacher's office hours will be posted within their virtual classroom.

EQUITABLE ACCESS

The Charter School shall utilize its multi-tiered systems of support ("MTSS") to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act ("IDEA") and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil's individualized education program ("IEP"). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the
federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Students with Disabilities

The Charter School shall provide and maintain all accommodations and services in accordance with the emergency alternative plan outlined within each student's IEP and Section 504 Plan.

The Academic Lead or Special Education Coordinator will oversee the implementation of each student's IEP within the remote learning environment. All inquiries related to a student's IEP should be directed to the Director of Special Education at (213) 628-3634.

The Academic Lead will oversee the implementation of each student's Section 504 Plan within the remote learning environment. All inquiries related to a student's Section 504 Plan should be directed to the Director of Special Education at (213) 628-3634.

English Learners

All students who are English Learners ("EL") will receive English Language Development ("ELD") support while enrolled in remote learning. Each teacher will be responsive to each EL students' different strengths, needs and identities, and support the socio-emotional health and development of English learners through structured lessons that explicitly target language development skills in reading, writing, listening, and speaking, interactive activities, scaffolding, visual aids, and differentiated instruction to meet each student's unique needs.

The Academic Lead or EL Coordinator will oversee the implementation of designated and integrated ELD within the remote learning environment. All inquiries related to an EL should be directed to the Director of EL and ELA Programs at (213) 628-3634.

Homeless and Foster Students

A student in foster care or a student who is experiencing homelessness will be provided additional support through the Charter School's MTSS and may contact the Homeless Student Liaison or the Foster Student Liaison at (213) 628-3634 for additional support.

The National Center for Homeless Education's Helpline is also staffed Monday-Friday, 9:00 AM to 5:30 PM Eastern Time. Email: NCHE.helpline@safalpartners.com or phone: +1 305-306-8495.

Mental Health Needs

MPS recognizes that when an emergency or natural disaster occurs it can cause unidentified and unaddressed mental health challenges. Access to mental health services is not only critical to improving the physical and emotional safety of students and employees, but it also helps address barriers to learning and provides support so that all students can learn problem-solving skills and achieve in school and, ultimately, in life. The following resources are available to your child during an emergency:

Available through the Charter School: Students and families will continue to have access to counseling services to support their mental health and emotional well-being. School psychologists and counselors will be available through virtual platforms, phone calls, and email to provide counseling check-ins, crisis intervention, and resources tailored to individual needs. These services aim to ensure continuity of care and help families navigate any challenges they may face during this period.

Available in the Community:

- CareSolace is available to quickly connect the school community to available mental health providers, substance use treatment, and social services matched to their needs. CareSolace can be reached at:
  - Call 888-515-0595. Multilingual support is available 24/7/365
  - Visit www.caresolace.com/mpsfamilies and either search on your own OR click "Book Appointment" for assistance by video chat, email, or phone

Available Nationally:

- National Suicide Prevention Hotline - This organization provides confidential support for adults and youth in distress, including prevention and crisis resources. Available 24 hours at 988 or 1-800-273-8255.
- The Trevor Project - This organization provides suicide prevention and crisis intervention for LGBTQ youth between the ages of 13 and 24. **Available at 1-866-488-7386 or visit** https://www.thetrevorproject.org/**.**
- Big Brothers/Big Sisters of America – This organization is a community- based mentorship program. Community-specific program information can be found online at https://www.bbbs.org or by calling (813) 720-8778.

ADDITIONAL SUPPORT SERVICES

Meals

If meal service is disrupted at the school Magnolia Public Schools will work with our food service providers, following the National School Lunch program distribution meal program guidelines, so that all students are appropriately serviced. This

includes but is not limited to curbside pick-up, delivery, or frozen multiple meal packages. Meal service times will be communicated with families via ParentSquare.

Expanded Learning Program

If the expanded learning program is interrupted, the Charter School will provide expanded learning opportunities, virtually. Virtual expanded learning opportunities will include an academic enrichment (homework help, tutoring, etc.) component and an educational enrichment (E-Sports, virtual field trips, STEAM clubs, etc.) component. If the Charter School's expanded learning program is sub-contracted to a third-party vendor, the Charter School will collaborate with the third party vendor to ensure the proper implementation of expanded learning programming that includes an academic enrichment component and educational enrichment component.

PROFESSIONAL LEARNING

Within a ten (10) day window of moving into remote learning, MPS will provide teachers with training on the tools, platforms, and strategies to be adept at online or paper packet lesson plan development, assessing students, and supporting diverse learners during remote learning. The Charter School will also provide professional development on virtual classroom management.

RETURN TO IN-PERSON LEARNING

The conditions to be met prior to returning to in-person learning may include, but are not limited to the following:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Multi-Tiered System of Response to Behavior

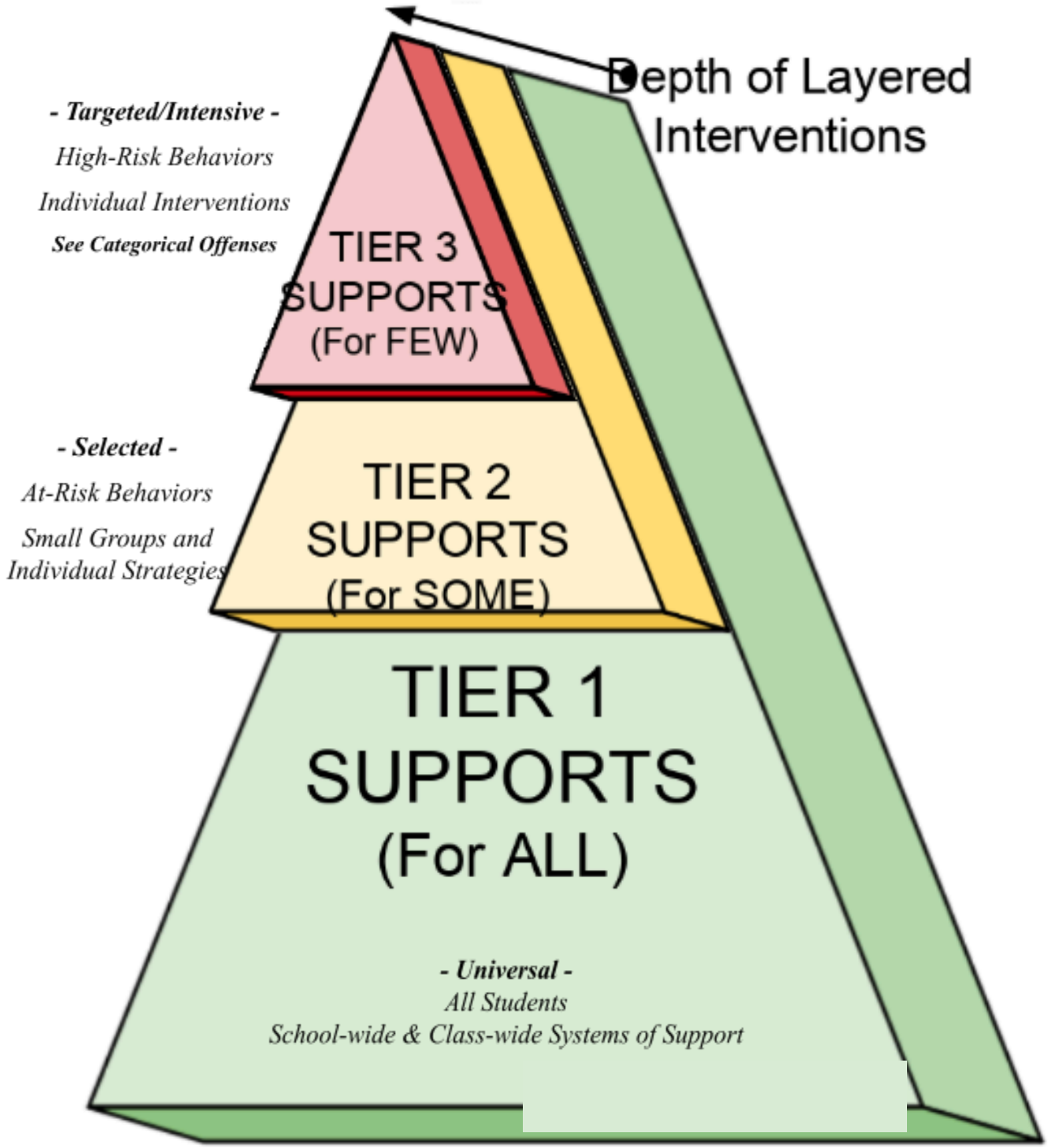
MPS maintains as a priority reinforcing positive behavior through intervention supports. Should students continue to make poor choices the administration team and school staff will create a plan with the parent/guardian to decrease unwanted behaviors and reinforce desired behaviors. Students and guardians have access to the school SIS as a means of staying informed on student progress. The student, family, and school connection is part of the Positive Behavioral Interventions & Supports (PBIS) model for our learning community and it takes collaboration with all educational partners.

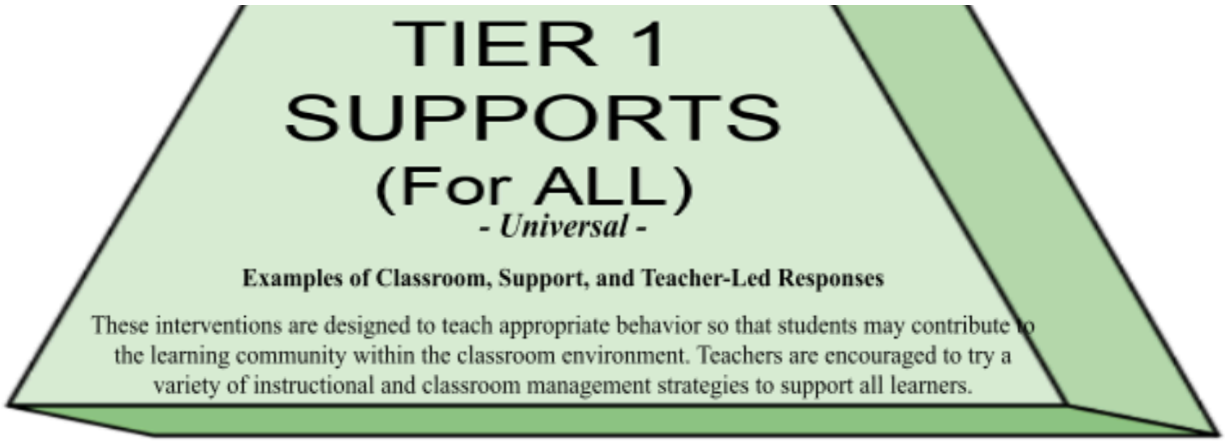
All students at MPS are entitled to the rights guaranteed by the United States Constitution, Bill of Rights, and applicable case law, and their rights will not be knowingly denied by the required code of conduct or by any disciplinary actions taken by the school. Accordingly, after an analysis of each case, any student who exhibits any of the unacceptable student behaviors listed in this handbook may incur consequences. These consequences range from notification of parents, reflection, to emergency removal from a school activity, suspension, expulsion, and referral to appropriate law enforcement agencies.

MPS reserves the right to notify the authorities and the Department of Education as required by law relating to disciplinary actions taken. It is to be noted that MPS reserves the right to discipline any act that has a nexus with MPS or the school community and causes a substantial disruption to the normal operation of the School. In other words, MPS may discipline behavior at school or at a school-related or school-sponsored function or any activity or any act that causes a substantial disruption to the school environment or that is performed with/on/by/via school equipment or school property. MPS respects and observes the rights of students to lawful student expression, as outlined in the “MPS Student Freedom of Speech/Expression Policy” available in the office of each MPS school.

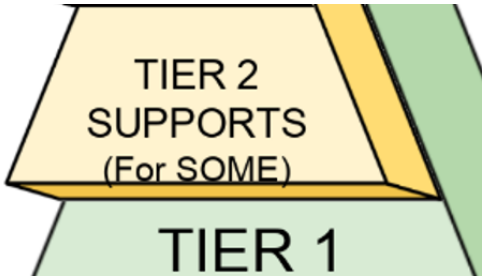
The following charts and tables delineate unacceptable types of behavior in three levels and possible interventions as part of MPS’ system of response to behavior.

Multi-Tiered System of Response to Behavior





Level 1 Infractions	Interventions
• Invading personal space • Antagonizing others • Violation of school/class rules • Horseplaying • Violating off-limits/restricted area • Habitually tardy and/or not being in assigned location • Disrupting the learning environment/Off task • Littering • Not having proper materials, supplies, and/or equipment for class participation • Inappropriate use of electronic devices • Dress code violation • Inappropriate language/actions (hurtful, vulgar, gossip, etc.) • Passive participation in hurtful acts/words against others • Lewd or inappropriate displays of affection • Refusing to cooperate and comply with school rules/personnel	✔ School-wide PBIS ✔ Social-emotional learning program ✔ Proactive classroom management ✔ Regular, preemptive communication with families ✔ Classroom incentives ✔ Seating, assignment, behavioral accommodations ✔ Conferencing with student(s) and parents ✔ Verbal correction and redirection ✔ Reminders, role-play, daily progress sheet ✔ Loss of classroom privileges ✔ Written and/or verbal reflection

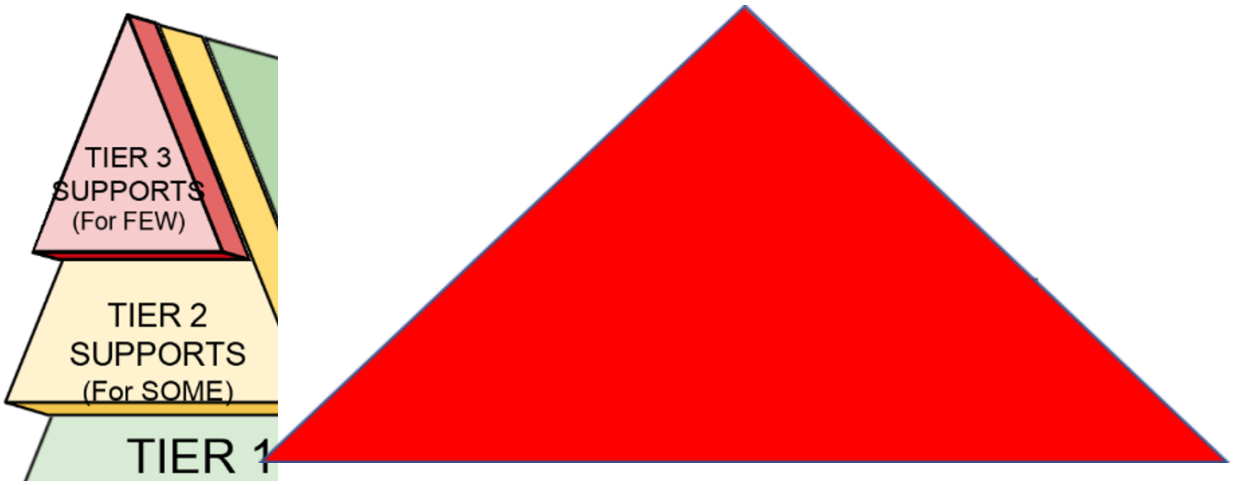


- Selected -

Examples of Support, Removal and Administrative Responses

These responses engage the students' support system to ensure successful learning and to alter conditions that are inappropriate or disruptive.

Level 2 Infractions	Interventions
• Using/possessing tobacco and/or lighter • Violating traffic or safety regulations • Encouraging other students to violate school rules • Leaving school and/or school bus without permission • Fighting and/or arranging altercations • Using objects inappropriately (i.e., the use of an object to harm others or damage property) • Physical assault without serious bodily injury (i.e., pushing with intent, kicking, hitting, pinching, spitting) • Defacing and/or vandalism of school property • Plagiarism/academic dishonesty • Leaving school or classroom without permission (truancy) • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding district filter, etc.) • Stealing and/or possessing stolen property • Failure to attend to/complete assigned restorative action • Gambling or Extortion • Habitual violations of school/class rules • Forgery of signatures • Sexually explicit behavior • Planning and/or arranging actions with malicious intent • Writing or drawing obscene /profane language/pictures • Harassment (i.e., physical, verbal, and sexual) • Bullying/cyberbullying • Violation of personal boundaries • Refusing to cooperate and comply with school rules/personnel	✔ Behavioral contract ✔ Self-monitoring ✔ School-home communication ✔ Adult or peer mentorship ✔ Utilize check-in and check-out system ✔ Intensive academic and/or social support ✔ Reflection (lunch, after school, Saturday, etc.) ✔ Refer student to SSPT ✔ Loss of privileges ✔ Counseling ✔ Temporary removal from class ✔ Extended school day ✔ Suspension and/or expulsion



Level 3 Infractions	Interventions
• Physically assaulting with serious bodily injury • Conduct or habits injurious to others (peers/authority) • Using/possessing controlled and/or dangerous substances and/or paraphernalia • Bullying (harassing, intimidating, cyberbullying) • Fighting and/or arranging altercations • Using/possessing weapons and/or weapon paraphernalia including but not limited to those prohibited under federal law • Harassment (i.e., physical, verbal, and sexual) • Arson, attempting to commit arson and/or possession of explosives/fireworks (i.e., smoke bombs, sink bombs, etc.) • Causing a false fire alarm • Making a bomb/explosive threat • Encouraging other students to violate school rules • Student hazing • Using gang and/or secret society symbols/acts • Inappropriate use of electronic devices • Public displays of sexually explicit behavior • Defacing and/or vandalism of school property • Gambling • Habitual violations of school/class rules • Forgery of signatures • Stealing and/or possessing stolen property • Improper use of computer (e.g., viewing unauthorized websites, cheating, overriding school filter, etc.) • Sexual explicit behavior, Lewd Conduct, Writing or drawing obscene /profane language/pictures	✔ All Tier 1 and Tier 2 interventions ✔ FBA-based behavior intervention plans ✔ Teaching replacement behavior ✔ Home and community supports ✔ Self-management program ✔ Restricted access ✔ In-school reflection and/or suspension ✔ Short-term out-of-school suspension ✔ Extended out-of-school suspension ✔ Request for alternate educational setting ✔ Suspension and/or expulsion

Suspension and Expulsion Policy and Procedures

"The procedures by which pupils can be suspended or expelled." (Ed. Code § 47605(b)(5)(J).)

The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and well-being of all students at Magnolia Public Schools ("MPS" or "Charter School"). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at noncharter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to an annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons

including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, reflection during and after school hours, use of alternative educational environments, suspension and expulsion.

Positive Behavioral Interventions & Supports (PBIS)

Positive Consequences:

MPS school staff has committed itself to encouraging and supporting the attainment of academic skills as well as social skills, such as listening, friendship-making, problem-solving, and alternatives to aggression. To inspire and encourage students to develop their potential in all of these areas, the following reinforcements will be used for positive behavior:

- Individual awards/recognition
- Classroom awards/recognition
- Certificates
- Displays
- Positive contact with parent/guardian
- Special activities (field trips, movie nights, picnics, etc.)
- Publications
- Assemblies
- Positive SIS points

Positive student behavior and improvements will be acknowledged and encouraged by the MPS staff. Teachers will not only report discipline issues in the school information system but also positive behaviors and accomplishments. Parents will also be informed of positive behavior and improvements via phone, email, and home visits. Students will receive certificates and/or rewards for outstanding performance and behaviors.

Alternatives to Suspension and/or Expulsion

To intervene in student behavior, MPS has a progressive discipline plan in place at each of its schools. This plan is published at the beginning of each school year in the Parent/Student handbook. The handbook also includes a school-parent-student compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will develop a partnership to help children achieve high academic and behavior standards. The discipline plan includes information about student expectations and the progression of disciplinary procedures from day-to-day discipline to suspension and expulsion.

MPS believes that alternatives to suspension align with our schoolwide positive behavior support plan. Following is a list of alternatives to be considered before suspending a student: warning, phone call home, parent conference, teacher/administrative reflection, written assignment/research/presentation, loss of privileges, behavior contract, parent shadowing, mentorship (peer/teacher), referral (counseling, SSPT, Dean /Principal), assigning volunteer work/community service, Saturday school, and in-school suspension.

Reflection

Reflection will be held on the assigned day either during the lunch period or after school for up to 60 minutes. Students will have at least one (1) day notice that they must serve a reflection that is longer than twenty (20) minutes in order to make arrangements to be picked up from school. Parents may request in person a delay of the reflection; no phone calls, emails, or notes will be accepted for this request.

In School Suspension

Notice of In School Suspension (ISS) and the reasons for the ISS will be given to the student and the parent in writing. The student will remain on campus during school hours in a designated area, not in their regular class setting. The student will have no or limited contact with students and teachers while serving an ISS. The student is expected to complete their classroom assignments and school community service during ISS.

Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

Enumerated Offenses

Discretionary Suspension Offenses: Students may be suspended when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

l) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is

officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
    iii. Causing a reasonable student to experience substantial interference with their academic performance.
    iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    i. A message, text, sound, video, or image.

ii. A post on a social network Internet Web site including, but not limited to:
(a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
(b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
(d) An act of cyber sexual bullying.
(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.

p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

    1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

        i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

        iii. Causing a reasonable student to experience substantial interference with their academic performance.

        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

    2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

        i. A message, text, sound, video, or image.

        ii. A post on a social network Internet Web site including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

            (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

b) Brandishing a knife at another person.

c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.

d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4..

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

   At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a student for failure of the student’s parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student’s parent/guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. In addition, the notice may also state the time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student’s parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student’s parent/guardian, unless the student and the student’s parent/guardian fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. **Homework Assignments During Suspension**

   In accordance with Education Code Section 48913.5, upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

   In accordance with Education Code Section 48913.5(b), if a homework assignment that is requested pursuant to Section 48913.5(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

5. **Suspension Appeals**

   Students and parent/guardian may appeal a suspension within five (5) school days of the suspension. This appeal will be made in writing to the Principal and heard by a Reflection Committee. The Reflection Committee is an advisory committee to the Principal, trained quarterly in restorative practices and PBIS, and will comprise of at least one school administrator (serves as procedural advisor), and at least two teachers, and may also include a non-certificated employee. All Reflection Committee hearings on suspensions will be held within two (2) school days of the appeal being made. The decision of the Reflection Committee is final and will be delivered to the parent/guardian in a written response. Based on the information submitted or requested, the Reflection Committee may make one of the following decisions regarding the suspension:

   - Uphold the suspension
   - Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record or shared with anyone not directly involved in the proceedings.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the Student nor a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a designated neutral hearing chairperson. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

It is preferable for the Administrative Panel members to have experience in education law and student discipline. Typical Administrative Panel members include teachers, school administrators and Home Office Chiefs/Directors. The Home Office will coordinate all administrators and teachers who serve on the Reflection Committee at their school sites to be "on call" for a particular month should their presence be needed at an Administrative Panel hearing. The Administrative Panel may expel any student found to have committed an expellable offense.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the

Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing.
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
3. A copy of MPS' disciplinary rules which relate to the alleged violation.
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
6. The right to inspect and obtain copies of all documents to be used at the hearing.
7. The opportunity to confront and question all witnesses who testify at the hearing.
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Special Procedures for Expulsion Hearing Involving Sexual Assault or Battery Offenses

MPS may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) calendar days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent/guardian or legal counsel; and (c) elect to have the hearing closed while testifying.
2. MPS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness

to the witness stand.

7. If one or both of the support persons is also a witness, MPS must present evidence that the witness' presence is both desired by the witness and will be helpful to MPS. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believe is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the student shall immediately be returned to their previous educational program.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with MPS
3. The reinstatement eligibility review date; a copy of the rehabilitation plan; the type of educational placement during the period of expulsion, and notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Disciplinary Records

MPS shall maintain records of all student suspensions and expulsions at MPS. Such records shall be made available to the authorizer upon request.

Expulsion Appeals

In order to appeal an expulsion, the student/parent/guardian must submit a written appeal to the CEO of MPS outlining the reason for the appeal, attaching any supporting documentation, within ten (10) calendar days of being informed of the expulsion.

In response to the written request for an appeal, the CEO of MPS shall call a meeting of the Board of Directors. The Board shall convene a hearing on the appeal within fifteen (15) working days of receipt of a timely written request for an appeal. *(This timeline supersedes the timeline statement in the charter petition if different.)*

At the hearing on the appeal, the student shall have the right to present evidence. The Board will consider evidence and/or testimony as appropriate and will render a written decision that shall be in the best interest of the student and MPS. That decision shall be final.

Interim Placement

MPS shall be responsible for the appropriate interim placement of students during and pending the completion of the MPS's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

MPS shall work with the District for an interim placement or other alternative programs. Should MPS determine after the referral that the student will remain at MPS pending the expulsion hearing based on the best interest of

the student, or if MPS secures another alternative interim placement at another charter school or school within its CMO, if appropriate and aligned with applicable charter petitions, MPS will notify the District of such determination.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal's or designee's determination. The Board shall then make a final decision regarding the readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Truancy

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. **Notification of SELPA/District**
   The Charter School shall immediately notify the SELPA/District and coordinate the procedures in this policy with the SELPA/ District of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. **Services During Suspension**
   Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as

appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to

others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
b. The parent/guardian has requested an evaluation of the child.
c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Students with an IEP

If a student has an IEP, that IEP and any applicable behavior plan shall be followed, according to state and federal law. If the behavior(s) worsens or the frequency increases, the student's IEP team may meet to review the plan and its implementation and modify it, as necessary, to address the behavior(s). Special Education staff, general education staff, parents, and related service providers specified in the IEP must be informed and involved.

MPS follows state and federal laws regarding discipline, including suspension and expulsion, of students with disabilities. See above: Suspension and Expulsion Procedures for more information.

Procedures for Notifying Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

This notification will be provided on our school letterhead:

To: ALL CERTIFICATED STAFF
From: **Admin**
Re: Student Suspension Information

Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. We have incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, it will show in Infinite Campus. *The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.*
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.
E.C. 48900

- a(1) Cause, attempted to cause, or threatened to cause physical injury to another person
- a(2) Willfully used force or violence upon the person of another, except in self-defense
- (b) Possessed, sold or otherwise furnished any firearm, knife, explosive or other dangerous object
- (c) Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant of any kind
- (d) Unlawfully offered, arranged or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person an imitation
- (e) Committed or attempted to commit robbery or extortion
- (f) Caused or attempted to cause damage to school or private property
- (g) Stolen or attempted to steal school or private property
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity
- (j) Unlawfully possessed or unlawful offered, arranged, or negotiated to sell drug paraphernalia
- (k) Disrupted school activities or winfully defied the valid authority of school personnel (Grades 9-12 only)
- (i) Knowingly received stolen school or private property
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- (r) Engaged in an act of bullying
- (t) Aided and abetted the infliction or attempted infliction of physical injury or serious bodily injury to another person
- .2 Committed sexual harassment (Grades 4-12 only)
- .3 Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence (Grades 4-12 onry)
- .4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils (Grades 4-12 only)
- .7 Made terroristic threats against school officials or school property, or both

E.C. 48915(a)(1)

- A. Causing serious physical injury to another person, except in self-defense
- B. Possession of a knife or other dangerous object.
- C. Unlawful possession of any controlled substance.
- D. Robbery or extortion.
- E. Assault or battery upon a school employee.

E.C. 48915(c)

- 1. Possessing, sefling or otherwise furnishing a firearm.
- 2. Brandishing a knife at another person.
- 3. Unlawfully selling a controlled substance.
- 4. Committing or attempting to comm.it a sexual assault or committing a sexual battery
- 5. Possession of an explosive

If you have any questions or want more information, please see me.

Sample
Confidential
Memorandum

To: **_____,** Teacher
From: **_____,**Principal
Date:

Re: **Students having committed specified crime**

The student named below has been convicted of a penal code violation.

Welfare and Institutions Code 827 requires teachers to be informed when a student has engaged in certain criminal conduct.

NOTE: SUCH INFORMATION IS CONFIDENTIAL AND CANNOT BE FURTHER DISSEMINATED BY THE TEACHER OR OTHERS. UNLAWFUL DISSEMINATION OF THIS INFORMATION IS PUNISHABLE BY A SIGNIFICANT FINE. (EC 49079)

PLEASE DESTROY THIS NOTE IMMEDIATELY AFTER READING.

_____ was found to have committed the following criminal activity:

If you have any questions, please see me.
Principal

Title IX Policy Prohibiting Discrimination on the Basis of Sex

This Title IX Policy Prohibiting Discrimination on the Basis of Sex ("Policy") contains the policies and grievance procedures of Magnolia Public Schools ("MPS") to address sex discrimination, including but not limited to sexual harassment, occurring within MPS's education program or activity.

MPS does not discriminate on the basis of sex and prohibits any acts of sex discrimination in any education program or activity that it operates, as required by California law, Title IX (20 U.S.C. § 1681 et seq.) and the Title IX regulations (34 C.F.R. Part 106), including in admission and employment.

This Policy applies to conduct occurring in MPS's education programs or activities including but not limited to incidents occurring on the school campus, during school-sponsored events and activities regardless of the location, and through school-owned technology, whether perpetrated by a student, parent/guardian, employee, volunteer, independent contractor or other person with whom MPS does business.

Inquiries about the application of Title IX and 34 C.F.R. Part 106 (hereinafter collectively referred to as "Title IX") may be referred to the MPS Title IX Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Definitions

Prohibited Sex Discrimination

Title IX and California law prohibit discrimination on the basis of sex, including sex-based harassment and differences in the treatment of similarly situated individuals on the basis of sex with regard to any aspect of services, benefits, or opportunities provided by MPS.

Prohibited Sexual Harassment

Under Title IX, "sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

- An employee of MPS conditioning the provision of an aid, benefit, or service of MPS on an individual's participation in unwelcome sexual conduct;
- Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to MPS's education program or activity; or

- "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Under California Education Code section 212.5, sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through MPS.

Examples of conduct that may fall within the Title IX or the Education Code definition of sexual harassment, or both:

- Physical assaults of a sexual or sex-based nature, such as:

  o Rape, sexual battery, molestation or attempts to commit these assaults.

  o Intentional physical conduct that is sex-based or sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, poking another's body, violence, intentionally blocking normal movement or interfering with work or school because of sex.

- Unwanted sexual advances or propositions, derogatory sex-based comments, or other sex-based conduct, such as:

  o Sexually oriented or sex-based gestures, notices, epithets, slurs, remarks, jokes, or comments about a person's sexuality or sexual experience.

  o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

  o Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

  o Retaliation against an individual who has articulated a good faith concern about sex-based harassment.

- Sexual or discriminatory displays or publications anywhere in the work or educational environment, such as:

  o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or

bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

The illustrations above are not to be construed as an all-inclusive list of sex-based harassment acts prohibited under this Policy.

Complainant means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in MPS's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that MPS investigate the allegation of sexual harassment. At the time of filing a formal complaint of sexual harassment, the complainant must be participating in or attempting to participate in MPS's education program or activity.

Party means a complainant or respondent.

Respondent means a person who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Supportive Measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to a party before or after the filing of a formal complaint of sexual harassment or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to MPS's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or MPS's educational environment, or deter sexual harassment.

Title IX Coordinator

The Board of Directors of MPS ("Board") has designated the following employee as the Title IX Coordinator ("Coordinator"):

Meagan Wittek

Director of Student Services

250 E 1st Street, Suite 1500

Los Angeles, CA, 90012

Office: (213) 628-3634 | Fax: (714) 362-9588

mwittek@magnoliapublicschools.org

In the event the above-named individual becomes unavailable or unable to serve as the Coordinator, the Board has designated the following employee to serve as a temporary or interim Coordinator:

Gokhan Serce

Chief Academic Officer

250 E 1st Street, Suite 1500, Los Angeles, CA, 90012 Office: (213) 628-3634 | Fax: (714) 362-9588

gserce@magnoliapublicschools.org

The Coordinator is responsible for coordinating MPS's efforts to comply with the requirements of Title IX, receiving reports and complaints of sex discrimination, formal complaints of sexual harassment, and inquiries about the application of Title IX to MPS, coordinating the effective implementation of supportive measures, and taking other actions as required by this Policy. The Coordinator or designee may serve as the investigator for formal complaints of sexual harassment.

Reporting Sex Discrimination

All employees must promptly notify the Coordinator when the employee has knowledge of or notice of allegations of sex discrimination or sexual harassment occurring within MPS's education program or activity.

Students are expected to report all incidents of misconduct prohibited by this Policy. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. MPS will promptly and effectively investigate and respond to all oral and written complaints and reports of misconduct prohibited by this Policy. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Privacy

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes but is not limited to keeping the identity of the reporter and other personally identifiable information confidential, as appropriate, except to the extent necessary to comply with

the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or designee on a case-by-case basis.

Retaliation

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual.

Response to Sexual Harassment

MPS will respond promptly and in a manner that is not deliberately indifferent when it has actual knowledge, as defined in 34 C.F.R. § 106.30(a), of sexual harassment occurring in its education program or activity against a person in the United States.

MPS's response will treat complainants and respondents equitably by offering supportive measures to a complainant, and by following the grievance procedures for formal complaints of sexual harassment that are listed below before imposing any disciplinary sanctions or other actions that are not supportive measures on a respondent for sexual harassment under Title IX.

Supportive Measures

Once notified of sexual harassment or allegations of sexual harassment occurring in MPS's education program or activity against a person in the United States, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint of sexual harassment.

Supportive measures may include but are not limited to: counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; mutual restrictions on contact between the parties; changes in work or on-campus housing locations; leaves of absence; increased security and monitoring of certain areas of the campus; and other similar measures.

Supportive measures will not unreasonably burden either party or be imposed for punitive or disciplinary reasons. MPS will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair MPS's ability to provide the supportive measures. The Coordinator is responsible for coordinating the effective implementation of supportive measures.

Grievance Procedures

Scope and General Requirements

MPS has adopted and published grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited under Title IX and a grievance process that complies with 34 C.F.R. § 106.45 for formal complaints of sexual harassment.

Complaints of misconduct prohibited by this Policy that do not constitute a formal complaint of sexual harassment will be addressed in accordance with MPS's Uniform Complaint Procedures, its employment discrimination complaint procedures, or the grievance procedures set forth in its Harassment, Intimidation, Discrimination, and Bullying Policy, as applicable. The following grievance procedures will apply to formal complaints of sexual harassment.

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will promptly initiate these grievance procedures, or the informal resolution process if available, appropriate, and requested by all parties.

MPS requires that any Title IX Coordinator, investigator, decisionmaker, and any person designated by MPS to facilitate an informal resolution process not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent.

MPS will treat complainants and respondents equitably. MPS presumes that the respondent is not responsible for the alleged sexual harassment until a determination is made at the conclusion of its grievance procedures.

MPS may consolidate formal complaints of sexual harassment against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, where the allegations of sexual harassment arise out of the same facts or circumstances.

MPS allows for the temporary delay of the grievance process or limited extension of timeframes on a case-by-case basis for good cause. Requests for extensions must be submitted to the Coordinator in writing at least one (1) business day before the expiration of the timeframe. If the grievance process is temporarily delayed or a timeframe is temporarily extended by MPS, the Coordinator or designee will notify the parties of the reason for the delay or extension in writing.

MPS will objectively evaluate all evidence that is relevant and not otherwise impermissible, including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.

Dismissal

MPS must dismiss a formal complaint of sexual harassment for purposes of sexual harassment under Title IX if the conduct alleged:

- Would not constitute sexual harassment under Title IX even if proved;
- Did not occur in MPS's education program or activity; or
- Did not occur against a person in the United States.

MPS may dismiss a formal complaint of sexual harassment or any of the allegations therein if:

- The respondent is no longer enrolled or employed by MPS;
- A complainant notifies the Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein; or
- Specific circumstances prevent MPS from gathering sufficient evidence to reach a determination as to the complaint or allegations therein.

Upon dismissal, the Coordinator or designee will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties. Dismissal under Title IX does not preclude action under another applicable MPS policy.

Notice of the Allegations

Upon receipt of a formal complaint of sexual harassment, the Coordinator or designee will provide written notice of the allegations to the parties whose identities are known. The notice will include:

- MPS's grievance procedures and any informal resolution process;
- The allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details includes the identities of the parties involved in the incident(s), if known, the conduct allegedly constituting sexual harassment under Title IX, and the date(s) and location(s) of the alleged incident(s), if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that the parties may have an advisor of their choice, who may be, but is not required to be, an attorney, and may inspect and review evidence; and
- A statement that MPS prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

Emergency Removal

MPS may place a non-student employee respondent on administrative leave during the pendency of the grievance procedures in accordance with MPS's policies.

MPS may remove a respondent from MPS's education program or activity on an emergency basis, in accordance with MPS's policies, provided that MPS undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any person arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

This provision must not be construed to modify any rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act.

Informal Resolution

At any time after a formal complaint of sexual harassment is filed and prior to determining whether sexual harassment occurred under MPS's Title IX grievance procedures, MPS may offer an informal resolution process to the parties. MPS will not offer or facilitate informal resolution to resolve allegations that an employee sexually harassed a student, or when such a process would conflict with Federal, State, or local law. Parties will not be required or pressured to agree to participate in the informal resolution process.

Before initiation of the informal resolution process, MPS will obtain the parties' voluntary, written consent to participate in the informal resolution and provide the parties with a written notice that explains:

- The allegations;
- The requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint of sexual harassment arising from the same allegations;
- The right to withdraw and initiate or resume the grievance procedures at any time prior to agreeing to a resolution; and
- Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared.

Investigation

In most cases, a thorough investigation will take no more than thirty (30) business days. MPS has the burden to conduct an investigation that gathers sufficient evidence to determine whether sexual harassment occurred. The investigator will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance in accordance with Title IX.

The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be used, accessed, considered, or disclosed), regardless of whether they are relevant:

- A party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party, unless MPS obtains that party's voluntary, written consent to do so for these grievance procedures; and

- Evidence about the complainant's sexual predisposition or prior sexual behavior, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview. The parties will not be prohibited from discussing the allegations under investigation or from gathering and presenting relevant evidence. A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.

Before the investigator completes the investigative report, MPS will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator to consider prior to completing the investigation report.

The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

Determination of Responsibility

Before making a determination of responsibility, the decisionmaker must afford each party the opportunity to submit written, relevant questions that a party wants to ask of any party or witness, provide each party with the answers, and allow for additional, limited follow-up questions from each party. The decisionmaker must explain to the party proposing the questions any decision to exclude a question as not relevant.

Determinations will be based on an objective evaluation of all relevant and not otherwise impermissible evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness. The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

Within fifteen (15) business days after MPS sends the investigation report to the parties, the decisionmaker, who will not be the same person as the Coordinator or investigator, will simultaneously send the parties a written determination of whether sexual harassment occurred. The written determination will include:

- The allegations of sexual harassment;
- A description of the procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;

- The findings of facts supporting the determination;
- The conclusions regarding the application of MPS's code of conduct to the facts;
- The decision and rationale for each allegation;
- Any recommended disciplinary sanctions for the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
- The procedures and permissible bases for appeals.

The determination regarding responsibility becomes final either on the date that MPS provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Appeals

Either party may, within five (5) business days of their receipt of MPS's written determination of responsibility or dismissal of a formal complaint of sexual harassment, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal.

The complainant and respondent may only appeal from a determination regarding responsibility or MPS's dismissal of a formal complaint of sexual harassment or any allegations therein, on one or more of the following bases:

- Procedural irregularity that affected the outcome of the matter;
- New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter; or
- The Coordinator, investigator(s), or decisionmaker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.

The decisionmaker for the appeal will not be the same person as the Coordinator, the investigator or the initial decisionmaker.

The decisionmaker for the appeal will: 1) notify the other party of the appeal in writing; 2) implement appeal procedures equally for the parties; 3) allow the parties to submit a written statement in support of, or challenging, the outcome within five (5) business days of notice of the appeal; and 4) within fifteen (15) business days of the appeal, provide a written decision simultaneously to the parties describing the result of the appeal and the rationale for the result.

Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process, may be subject to disciplinary action up

to and including expulsion from MPS or termination of employment. If there is a determination that sexual harassment occurred, the Coordinator is responsible for effective implementation of any remedies ordered by MPS.

Training

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All Title IX Coordinators, investigators, decisionmakers, and any person who facilitates a Title IX informal resolution process will receive Title IX training and/or instruction concerning sexual harassment as required by law.

Recordkeeping

MPS will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant;
- Records of any appeal of a formal complaint or sexual harassment and the results of that appeal;
- Records of any informal resolution of a formal complaint or sexual harassment and the results of that informal resolution;
- All materials used to train Title IX Coordinators, investigators, decisionmakers, and any person who facilitates an informal resolution process; and
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

The above records will be maintained in a secure location until destroyed in accordance with applicable laws and regulations.

TITLE IX SEX DISCRIMINATION AND HARASSMENT COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____
_____
_____
_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination or expulsion from MPS.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

Harassment, Intimidation, Discrimination, and Bullying Policy

Discrimination, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Magnolia Educational and Research Foundation, doing business as Magnolia Public Schools ("MPS") prohibits any acts of discrimination, harassment, intimidation, and bullying altogether.

As used in this policy, discrimination, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locs, and twists), religion (including agnosticism and atheism), religious affiliation, medical condition, genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, MPS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. MPS school staff who witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

This policy applies to incidents occurring on the school campus, at school-sponsored events and activities regardless of the location, through school-owned technology, and through other electronic means, whether perpetrated by a student, employee, parent/guardian, volunteer, independent contractor or other person with whom MPS does business, and all acts of MPS's Board of Directors ("Board") in enacting policies and procedures that govern MPS.[1]

MPS complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

Definitions

Harassment means conduct based upon one or more of the protected characteristics listed above that is severe or pervasive, which unreasonably disrupts an individual's educational or work environment or that creates a hostile educational or work environment. Harassment includes, but is not limited to:

[1] This policy becomes effective on August 1, 2024. Conduct occurring before August 1, 2024 will be addressed in accordance with the former version of this policy, which was entitled "Title IX, Harassment, Intimidation, Discrimination and Bullying Policy."

- Verbal conduct such as epithets, derogatory jokes, comments or slurs.
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work or school based on any of the protected characteristics listed above.
- Retaliation for reporting or threatening to report harassment.
- Deferential or preferential treatment based on any of the protected characteristics listed above.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student [2] or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
- Causing a reasonable student to experience a substantial interference with the student's academic performance.
- Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by MPS.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, video or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site including, but not limited to:
    - Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    - Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- An act of "Cyber sexual bullying" including, but not limited to:
    - The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects

[2] "Reasonable student" is defined as a student, including, but not limited to, a student with exceptional needs, who exercises average care, skill and judgment in conduct for a person of the student's age, or for a person of the student's age with the student's exceptional needs.

described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Bullying and Cyberbullying Prevention Procedures

MPS has adopted the following procedures for preventing acts of bullying, including cyberbullying.

Cyberbullying Prevention Procedures

MPS advises students:

- To never share passwords, personal data, or private photos online.
- To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
- That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
- To consider how it would feel receiving such comments before making comments about others online.

MPS informs its employees, students, and parents/guardians of MPS's policies regarding the use of technology in and out of the classroom. MPS encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

Education

MPS employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. MPS advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at MPS and encourages students to practice compassion and respect each other.

MPS educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

MPS's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

MPS informs MPS employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

Professional Development

MPS annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other MPS employees who have regular interaction with students.

MPS informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

MPS also informs certificated employees about the groups of students determined by MPS and available research to be at elevated risk for bullying and provides its certificated employees with information on existing school and community resources related to the support of these groups. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

MPS encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for MPS's students.

Complaint Procedures

Scope of the Complaint Procedures

MPS will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

- Are written and signed;
- Filed by an individual who alleges that they have personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying based on a protected characteristic, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
- Submitted to the MPS UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

MPS will comply with its Title IX Policy when investigating and responding to complaints alleging sex discrimination, including sex-based harassment, in its education program or activity, as applicable.

The following procedures shall be utilized for complaints of misconduct prohibited by this Policy that do not fall within the scope of MPS's Title IX Policy or comply with the writing, timeline, or other formal filing requirements of the UCP. A copy of MPS's Title IX Policy and UCP is available in the main office and on MPS websites.

Submitting a Report or Complaint

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this Policy for reporting alleged acts of misconduct prohibited by this Policy.

Reports and complaints of misconduct prohibited by this Policy shall be submitted to the Principal (or the Chief Executive Officer and Superintendent if the complaint is against the Principal) as soon as possible after the incidents giving rise to the report or complaint.

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, and MPS will investigate and respond to all oral and written reports of misconduct prohibited by this Policy, the reporting party is encouraged to submit a written report. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy and other verbal or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Principal, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

MPS acknowledges and respects every individual's right to privacy. All reports and complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter and/or complainant confidential, as appropriate, except to the extent necessary to comply with applicable law, carry out the investigation and/or to resolve the issue, as determined by MPS on a case-by-case basis.

MPS prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments

of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy.

Investigation and Response

Upon receipt of a report or complaint of misconduct prohibited by this Policy, the Principal or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days.

At the conclusion of the investigation, the Principal or designee will, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation and resolution of the incident/situation. However, the Principal or designee will not reveal confidential information related to other students or employees.

If the complaint is against the Principal, the Chief Executive Officer and Superintendent or designee will conduct a fact-finding investigation and provide the complainant with information about the investigation and resolution of the incident/situation.

Consequences

Students or employees who engage in misconduct prohibited by this Policy may be subject to disciplinary action up to and including expulsion from MPS or termination of employment.

Right of Appeal

Should a complainant find MPS's resolution unsatisfactory, for complaints within the scope of this Policy, the complainant may, within five (5) business days of notice of MPS's decision or resolution, submit a written appeal to the Chair of the MPS Board, who will serve as the decisionmaker for the appeal or designate a decisionmaker for the appeal. The decisionmaker for the appeal will notify the complainant of the final decision.

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING

COMPLAINT FORM

Your Name: _____ Date: _____

Email Address: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements and conduct; what, if any, physical contact was involved; any verbal statements etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize MPS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by MPS:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

4856-2160-3533, v. 1

Powered by BoardOnTrack

Uniform Complaint Policy and Procedures

Uniform Complaint Procedures (UCP) Policies and Procedures

Magnolia Public Schools ("MPS" or "Charter School") complies with applicable federal and state laws and regulations. MPS is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs, which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation or bullying against any protected group on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any MPS program or activity.
2. Complaints alleging a violation of state or federal law or regulation governing the following programs:
    - Accommodations for Pregnant and Parenting Pupils;
    - Adult Education;
    - After School Education and Safety;
    - Career Technical Education;
    - Career Technical and Technical Training;
    - Child Care and Development;
    - Compensatory Education;
    - Consolidated Application;
    - Course Periods without Educational Content;
    - Education of Pupils in Foster Care, Pupils who Are Homeless, Migratory Pupils, former Juvenile Court Pupils now Enrolled in a public school and Children of Military Families;
    - Every Student Succeeds Act;
    - Local Control & Accountability Plans (LCAP)/LCFF;
    - Migrant Education;
    - Physical Education Instructional Minutes;
    - Pupil Fees;
    - Reasonable Accommodations to a Lactating Pupil;
    - Regional Occupational Centers and Programs;
    - School Plans for School Achievement;
    - School Safety Plans;
    - Schoolsite Councils.
3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
    a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

    i. A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory or is for credit.

    ii. A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

    iii. A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If MPS finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, MPS shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by MPS to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or MPS and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If MPS adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.MPS acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process. MPS cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, MPS will attempt to do so as appropriate. MPS may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or

proceedings, as determined by the CEO, MPS campus Principal, or designee on a case-by-case basis. MPS shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure MPS' compliance with law:

CEO and Superintendent
Magnolia Public Schools
250 E. 1st St STE 1500
Los Angeles, CA 90012
(213) 628-3634

Upon receipt of a complaint, the CEO will appropriately assign to the Principal of the MPS campus attended by the complainant. That Principal and/or designee shall investigate the complaint, with oversight by the CEO.

The CEO or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the CEO or designee.

Should a complaint be filed against the CEO, the compliance officer for that case shall be the President of the MPS Board of Directors.

Notifications

The CEO or designee shall make available copies of this Policy free of charge. The annual notice of this Policy will be made available on MPS' website.

MPS shall annually provide written notification of MPS' UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in MPS speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.
2. A statement clearly identifying any California State preschool programs that MPS is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that MPS is operating pursuant to Title 22 licensing requirements.
3. A statement that MPS is primarily responsible for compliance with federal and state laws and regulations.
4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.
6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.
7. A statement that the complainant has a right to appeal MPS' decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of MPS' decision, except if MPS has used its UCP to address a complaint that is not subject to the UCP requirements.
8. A statement that a complainant who appeals MPS' decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended

by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if MPS finds merit in a UCP complaint, or the CDE finds merit in an appeal, MPS shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.
10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.
11. A statement that copies of MPS' UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that MPS has violated federal or state laws or regulations enumerated in the section "Scope," above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the CEO, Principal, or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the CEO, Principal, or designee shall be made in writing. The period for filing may be extended by the CEO, Principal, or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The CEO, Principal, or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the MPS Board of Directors approved the LCAP or the annual update was adopted by MPS.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, MPS staff shall assist the complainant in the filing of the complaint.

Step 2: Mediation

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process. Before initiating the mediation of an unlawful discrimination, harassment,

intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information. If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint. The use of mediation shall not extend MPS' timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

Step 3: Investigation of Complaint
The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

MPS' refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

Step 4: Final Written Decision
MPS shall issue an investigation report (the "Decision") based on the evidence. MPS' Decision shall be in writing and sent to the complainant within sixty (60) calendar days of MPS' receipt unless the timeframe is extended with the written agreement of the complainant. MPS' Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The Decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion providing a clear determination for each allegation as to whether MPS is in compliance with the relevant law.
3. Corrective actions, if MPS finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal MPS' Decision within thirty (30) calendar days to the CDE, except when MPS has used its UCP to address a complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of MPS' expectations. The Decision shall not give any further information as to the nature of the disciplinary action except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) calendar days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with MPS and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. MPS failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, MPS's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in MPS' Decision are not supported by substantial evidence.
4. The legal conclusion in MPS' Decision is inconsistent with the law.
5. In a case in which MPS' Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee, under oversight by the CEO, shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of MPS' complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to MPS for resolution as a new complaint. If the CDE notifies MPS that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, MPS will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court. The CDE may directly intervene in the complaint without waiting for action by MPS when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, MPS has not taken action within sixty (60) calendar days of the date the complaint was filed with MPS.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of MPS' complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if MPS has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Powered by BoardOnTrack

General Complaint Procedures

The ultimate purpose of this general complaint procedure is to encourage the growth and development of MPS as a healthy community. Conflict is often a part of any development or growth process and may arise in any community. An effective process for resolving conflict is therefore both consistent with the vision and mission of MPS, and an essential component of the communication model that our School has adopted.

MPS recognizes that effective communication is paramount in effective conflict resolution and therefore strongly encourages communication strategies that include: Taking personal responsibility for one's own feelings and needs; communication that mutually acknowledges the needs and concerns of one another; and demonstrating honesty and integrity in every interaction.

LEVEL 1: Direct Resolution

If reasonably possible, general complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the person directly using conflict resolution skills without the intervention of a supervisor or other School administrator. It is the hope of MPS that most disputes can be resolved informally by direct and healthy communication between individuals. Such attempts at informal resolution should be documented in writing to assist the Principal (or CEO & Superintendent) and/or Board of Directors to participate effectively in the conflict's resolution.

Examples:

- Pedagogical issues pertaining to anything that occurs in the classroom, i.e., teaching, curriculum, classroom management, or teacher-student relationships, should be addressed directly with the class teacher. Teachers can be contacted by email, written note or via appointment.
- Complaints/concerns about employees or supervisors that do not involve complaints of discrimination or harassment or violations of law should be first addressed with the employee or supervisor directly. If the person(s) involved are unable to resolve the conflict or complaint, the complainant should contact the immediate/appropriate supervisor in an effort to resolve the issue.

LEVEL 2: School Level Resolution

At this step, the complainant should be prepared to give details about the complaint and steps taken to resolve it. The immediate/appropriate supervisor will acknowledge receipt of the complaint in **three (3)** working days, investigate the complaint, a process which normally involves a discussion with the complainant, gathering of relevant facts and evidence, and respond to the complainant within **ten (10)** working days.

Examples:

- Pedagogical, academic or teacher related issues should be addressed with the Dean of Academics/Assistant Principal.
- Student behavior and discipline issues should be addressed with the Dean of Students/Assistant Principal.
- All other issues should be addressed with the Principal.

If the complainant is not satisfied with the response from the immediate/appropriate supervisor, e.g., Dean of Academics/Students or Assistant Principal or the complaint should be directly addressed with the Principal, the complainant should contact the Principal, who will respond within the same timeline. If the complainant is still dissatisfied, and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the CEO & Superintendent of MPS in an effort to resolve the issue.

LEVEL 3: MPS Home Office ("Home Office") Level Resolution

At this step, the complainant should fill out the attached **"General Complaint Procedures Form"** giving details about the complaint and steps taken to resolve it, and contact the CEO & Superintendent of MPS at:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

The CEO & Superintendent (designee) will acknowledge receipt of the written complaint in **five (5)** working days, attempt to identify a resolution that is acceptable to both parties, within **fifteen (15)** working days of the receipt of the written complaint.

If the complainant is not satisfied with the response from the CEO & Superintendent (designee), and wishes to take it further, the complainant, in writing, should bring the matter to the attention of the MPS Board of Directors ("the Board.")

LEVEL 4: Board Level Resolution*

At this step, the complainant can file a written complaint with the Board through the Administrative Assistant at the MPS Home Office. *(Same contact information as in Level 3)* The complainant should update the "General Complaint Procedures Form" that was used in Level 3. The Administrative Assistant will acknowledge receipt of the written complaint in **five (5)** working days. The Board may consider the matter at its next regular Board meeting or at a special board meeting convened in order to meet the internal 60-day target within which MPS strives to answer the complaint. The Board may decide not to hear the complaint, in which case the CEO & Superintendent's decision will be final. If the Board hears the complaint, the Administrative Assistant will send the Board's decision to the complainant within **sixty (60)** days of the School's initial receipt of the complaint or within the time period that has been specified in a written agreement with the complainant. The decision of the Board shall be final.

> ***** For MSA-San Diego, MSA-San Diego Governance Committee will work with the Principal and the Home Office in following the General Complaint Procedures to resolve internal complaints and conflicts before they escalate to the MPS Board level.

The complainant has a right to appeal the Board's decision to the California Department of Education (CDE). In that case, the complainant needs to fill out a **"Uniform Complaint Procedure Form"** - provided in this handbook – and file it within **fifteen (15)** days of receiving the decision. The appeal must include a copy of the complaint filed with the School and a copy of the Board's decision. The appeal should be sent to:

California Department of Education
1430 N Street
Sacramento, CA 95814

MAGNOLIA PUBLIC SCHOOLS

General Complaint Procedures Form

Last Name: _____ First Name/MI: _____

(if applicable) Student Name: _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

2. Have you discussed your complaint or brought your complaint to any MPS personnel? If you have, to whom did you take the complaint, and what was the result?

3. Please provide copies of any written documents that may be relevant or supportive of your complaint.

   I have attached supporting documents. ☐ Yes ☐ No

_____ _____

Signature Date

Mail complaint and any relevant documents to:

CEO & Superintendent
Magnolia Public Schools
250 E. 1st St. Ste 1500
Los Angeles, CA 90012
(213) 628-3634

Professional Boundaries: Staff/Student Interaction Policy

MPS recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

Examples of PERMITTED actions (NOT corporal punishment):

- Stopping a student from fighting with another student;
- Preventing a pupil from committing an act of vandalism;
- Defending yourself from physical injury or assault by a student;
- Forcing a pupil to give up a weapon or dangerous object;
- Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
- Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

Examples of PROHIBITED actions (corporal punishment):

- Hitting, shoving, pushing, or physically restraining a student as a means of control;
- Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
- Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

Acceptable and Unacceptable Staff/Student Behavior

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders. One viable standard that can be quickly applied, when you are unsure if certain conduct is acceptable, is to ask yourself, "Would I be engaged in this conduct if my family or colleagues were standing next to me?"

For the purposes of this policy, the term "boundaries" is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member's perspective but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with

students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

Duty to Report Suspected Misconduct

When any employee becomes aware of another staff member having crossed the boundaries specified in this policy, he or she must speak to this staff member if the violation appears minor, or report the matter to school administrators. If the observed behavior appears significant, it is the duty of every staff member to immediately report it to an administrator. All reports shall be confidential. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

Examples of Specific Behaviors - Unacceptable Staff/Student Behavior (Violations of this Policy)

- Giving gifts to an individual student that are of a personal and intimate nature;
- Kissing of any kind;
- Any type of unnecessary physical contact with a student in a private situation;
- Intentionally being alone with a student away from the school;
- Making or participating in sexually inappropriate comments;
- Sexual jokes;
- Seeking emotional involvement with a student for your benefit;
- Listening to or telling stories that are sexually oriented;
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding;
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Unacceptable Staff/Student Behavior without Parent and Supervisor Permission:

These behaviors should only be exercised when a staff member has parent and supervisor permission.

- Giving students a ride to/from school or school activities;
- Being alone in a room with a student at school with the door closed;
- Allowing students in your home.

Cautionary Staff/Student Behaviors

These behaviors should only be ex ercised when a reasonable and prudent person, acting as an educator, is prevented from using better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence.

- Remarks about the physical attributes or development of anyone;
- Excessive attention toward a particular student;
- Sending emails, text messages or letters to students if the content is not about school activities.

Acceptable and Recommended Staff/Student Behaviors

- Getting parents' written consent for any after-school activity;
- Obtaining formal approval to take students off school property for activities such as field trips or competitions;
- E-mails, text, phone and instant messages to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology);
- Keeping the door open when alone with a student;
- Keeping reasonable space between you and your students;
- Stopping and correcting students if they cross your own personal boundaries;
- Keeping parents informed when a significant issue develops about a student;

- Keeping after-class discussions with a student professional and brief;
- Asking for advice from fellow staff or administrators if you find yourself in a difficult situation related to boundaries;
- Involving your supervisor if conflict arises with the student;
- Informing the Executive Director about situations that have the potential to become more severe;
- Making detailed notes about an incident that could evolve into a more serious situation later;
- Recognizing the responsibility to stop the unacceptable behavior of students or coworkers;
- Asking another staff member to be present if you will be alone with any type of special needs student;
- Asking another staff member to be present when you must be alone with a student after regular school hours;
- Giving students praise and recognition without touching them;
- Pats on the back, high fives and handshakes are acceptable;
- Keeping your professional conduct a high priority.

Dress Code/Uniforms

MPS has a uniform policy to help create a safe, orderly environment, instill discipline, and eliminate the competition and distractions caused by varied dress styles. Students are expected to arrive in a clean and neat uniform every day. This uniform policy will be enforced from the very first day of school. Students shall cooperate, display modesty and neatness, and take pride in the MPS uniform. We rely on both student and parent/guardian support in helping to maintain this uniform policy and follow it daily.

In addition to wearing the school uniform, MPS requires that students follow these additional guidelines in terms of uniform appearance and personal appearance. **If any aspect of the uniform, including clothes, shoes, jewelry, cosmetics, or any type of body adornment, is not explicitly listed as acceptable in this handbook, then that item is not permitted to be worn when the student is at school or representing the school.** If you have any questions, please check with administration.

If a student is unable to wear the school uniform to school due to extenuating circumstances, please communicate with the school administration.

A Free MPS Uniform Set

MPS will provide a safe, nurturing, and engaging learning environment for all our students and families. Academic and social-emotional support will be provided to address student needs as well as instructional materials including a free uniform set.

MPS will make one uniform set of required MPS logo uniform pieces available to each student free of charge for the student's use during the school year. If parents/guardians or students want to purchase additional MPS logo pieces, they may do so through the school's uniform vendors.

Religious Head Coverings

Religious head coverings shall be permitted.

Free Dress & Theme Dress Days Code

Free Dress days are earned at the discretion of the administration. These days are granted at different times of the year for positive behavior and special occasions. Violation of this policy may result in loss of free dress privileges for the remainder of the school year.

- On free dress days, clothing must be in good taste and appropriate for school. Clothing should not be inappropriately tight, revealing, or transparent.

- The school's dress code is strictly enforced during free dress days as well. All students must follow the same guidelines with the exception of not wearing their uniform.
- T-shirts are acceptable; however, printing on clothing must be suitable for school - no suggestive, vulgar, or profane language or images are permitted, as well as clothing that promotes alcohol, drugs, tobacco, or other controlled substances.
- Mini-skirts, skirts, and shorts should be no shorter than your longest finger when standing with your hands by your sides. Jeans may be worn during free dress days but cannot be inappropriately tight or baggy; no tattered jeans are allowed.
- Visible undergarments (including boxer shorts, bras, etc.) are not allowed.
- Midriffs, backless or sideless shirts or dresses, halter tops, or tank tops with straps less than 1-inch strap in width are NOT allowed.
- Hats for sun protection must only be worn outside of the school building(s) and classrooms. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.
- Gloves, bandanas, or sunglasses are not permitted to be worn in school, except for medical reasons. Head coverings worn for purposes of religious observance are permitted.
- Neatness and good grooming are required.

MPS Student Uniform Policy

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Pants, shorts, skirts, skorts, or capris are acceptable.
Skirts, pants, shorts, skorts, or capris must be either khaki color, black or navy blue.

<u>Belts</u> (required for all variations of dress uniform)

Smooth, straight edge, all black, all blue or all brown belts no wider than 1½ inches with a plain, unadorned buckle (no mesh, rope, or all metal).
The buckle may only have one catch.
Belt must be of correct waist size, so that there is minimal excess length (less than five inches).
Any excess length of belt must be tucked through a belt loop and may not hang down.

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<u>Pants/Skirts/Skorts/Shorts</u>

May not be baggy or inappropriately tight. May not be rolled at waist. Top of garment must be at or above hip bone.
Skorts/shorts should be no shorter than your longest finger when standing with your hands by your sides.
Skirts that are above the top of the kneecap should be worn with leggings/tights and must be no shorter than the longest fingertip.
Pants may not be made from legging or jegging material.
Pants must touch the top of the shoes when the student is standing, but not be long enough to bunch up around the ankle. Socks may not be worn over pants.
Rubber bands are not allowed on the bottom of pants or ankles.
No jean/denim style pants
No Cargo pants/shorts.
Must have a built-in pocket not a sewn-on pocket.

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White, gray, black or navy-blue polo or woven shirts must have the school logo. They may be either short or long sleeved.
Hoods may not be worn at school.
Top of garment must be at or above hipbone when student is standing up.

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<u>Undergarments</u>

All undergarments, including bras, boxer shorts, etc., should not be visible

<u>Other Guidelines</u>

Woven shirt or polo shirt must be tucked in neatly at the waist at all times. These shirts may not be inappropriately tight or baggy.
Undershirts must be short-sleeved if worn.
The student may choose to button, or not button, the top button of the woven shirt. All other buttons of the woven shirt must be buttoned.
Under shirt may not hang out of sleeves.

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<td>FOOTWEAR</td>
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For all footwear including “athletic” footwear, the majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)
Plain, unadorned socks must always be worn, tights are also acceptable. Color of the socks or tights: Solid black, dark brown, navy blue or white.
No sandals, boots, clogs, mules, slippers, flip flops, high heels, platform shoes or shoes with wheels.

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<u>Shoes</u>

Acceptable athletic shoes must be low-profile with minimal design. They must be modest and not attract attention. Shoelaces must match shoes and be in solid color.

<u>Jewelry and Accessories/Cosmetics</u>

Should be modest, appropriate for school, and not attract undue attention.
Necklaces: If worn must be underneath uniform. If visible through an open collar, it must be tasteful and formal (no leather or string). Pendants must not be large or attract attention. Must be tucked in collar of shirt.
No “glitter”, decorations, or drawing of any kind should be visible on the skin, hair, body, or uniform,
Facial, tongue, and body piercing are not allowed.
Bracelets: Must be tasteful and not attract undo attention.
Visible tattoos are not acceptable. Permanent visible tattoos must be covered by a flesh-tone bandage while at school or representing the school.
Cosmetics must be appropriate for school and not attract undue attention.

No brightly colored or glitter eye shadow, or blush.
Mascara and eyeliner should be minimal.
Lipstick should be a natural color.
Earrings must be studs or one (1) inch hoops and worn on earlobe.

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<td>PE UNIFORM</td>
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<u>Top:</u> Students will wear a solid gray t-shirt, preferably with the MPS logo. Solid white, gray, black, or navy blue sweatshirts with or without the MPS logo may also be worn during PE.
<u>Bottom:</u> Properly fitting navy shorts. Waist size of shorts must be appropriate to student’s waist size (i.e. not inappropriately tight or baggy). Shorts should be no shorter than your longest finger when standing with your hands by your sides <u>Footwear:</u> Any athletic shoes suitable for basketball, tennis, and field sports. The majority of the shoe must be a solid color that aligns with the school's neutral dress code. Acceptable colors include black, brown, white, or gray. Small to no logos are preferred. (Shoes must be closed toe.)

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<td>OUTERWEAR</td>
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Hats, hoods, caps, and other headgear may not be worn in school buildings, except for purposes of religious observance. No gloves or finger lacing of any sort are allowed. Hats must be a solid color that aligns with the school uniform and is free of any logos, with the exception of the school logo. Acceptable colors include solid white, gray, black, or navy-blue.

<u>For colder weather</u>

Crew-neck and zip v-neck sweatshirt and jackets are permitted, with or without the MPS logo.
Sweatshirts and jackets must be solid white, gray, black, or navy-blue.

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Notes

- If a student is unable to wear the school uniform to school due to extenuating circumstances, you need to check with your school’s administration
- Each individual MPS school may include site-specific amendments into the uniform policy addressing local issues

Immigration Enforcement Notification Procedures

Pursuant to SB 98 (2025), MPS shall ensure prompt notification to parents/guardians, pupils, teachers, administrators, and school personnel when federal immigration enforcement is confirmed to be present on or immediately adjacent to school grounds.

Definitions

- Immigration enforcement: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- Confirmed presence: Visual sighting by staff, verbal acknowledgment by the agent, presentation of credentials, or other reliable evidence.

Mandatory Notification Procedure

Upon confirmation of immigration enforcement presence on or immediately adjacent to the school site, the site administrator or designee shall, as soon as possible and without unnecessary delay, direct the issuance of notifications to:

- All parents/guardians
- All pupils
- All teachers, administrators, and school personnel

Notifications shall be sent using the school-wide messaging platform of Parent Square. School staff will also receive a notification via email to inform them of the presence.

Notifications shall not include any personally identifiable information.

Required Notification Content

Notifications shall be provided in English and in all languages required under Education Code § 48985 and shall include, at minimum:

- Confirmation that immigration enforcement is occurring on or near campus
- Assurance that the school is monitoring the situation and prioritizing student safety
- Reminder that every child has the right to attend school regardless of immigration status
- Link or reference to school resources for immigrant families (if available)

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NEARBY ICE ACTIVITY

Release Date: ASAP, timed response
Platform: ParentSquare (MSA-PYL Families & Staff)
Subject: Notification of Nearby ICE Activity

Dear Magnolia Families,

We have been made aware of the presence of Federal Immigration and Customs Enforcement (ICE) activity near our school campus.

We understand that this may cause concern for families, and we want to reassure you that the safety and well-being of our students and staff remain our top priority. **At this time, no action is required, and normal school operations are continuing.**

Please remember that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.

Thank you for your continued support and understanding. If you have any questions, don't hesitate to call the main office.

Sincerely,

Principal Name
Name of School

ICE ON CAMPUS

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA-PYL** Families & Staff)
Subject: Urgent: ICE on Campus

Dear Magnolia Families,

We're writing to let you know that Federal Immigration and Customs Enforcement (ICE) personnel are currently on our campus.

We are actively monitoring the situation and following all established protocols to protect our students and staff. **Please note that no immigration enforcement actions are permitted in classrooms or student areas without a valid judicial warrant.**

We will continue to provide updates. If you have concerns, contact the front office.

Sincerely,

Principal Name
Name of School

Follow-Up Notification

As soon as immigration enforcement efforts have ceased or the agents have departed the campus or immediate area, an “all-clear” notification shall be sent using the same methods.

FOLLOW-UP NOTIFICATION

Release Date: ASAP, timed response
Platform: ParentSquare (**MSA-PYL** Families & Staff)
Subject: Urgent: All Clear

Dear Magnolia Families,

We are writing to inform you that ICE activity in the area has concluded.

All students and staff are safe, and regular campus operations have resumed. Thank you for your patience and trust as we worked to ensure the safety of our school community.

Sincerely,

Principal Name
Name of School

MPS School Sponsored Field Trips & Cultural Excursions Policy

The Board of Directors of Magnolia Public Schools ("MPS" or the "Charter School") recognizes and supports the concept of connecting our students with the broader community, both locally and globally, by providing field trips, cultural and art experiences, community service opportunities, and environmental education to fulfill MPS's mission and philosophy. These activities help to promote tolerance, understanding, and acceptance of others, enrich the educational experiences of the students, as well as meet the Charter School's goal of creating passionate lifelong learners.

The safety and security of our students is a primary priority when planning or participating in field trips or excursions. These activities will be carried out appropriately to maximize and ensure student safety and to minimize the Charter School's legal liability and financial cost.

Definition

- A "field trip or cultural excursion" involves students leaving MPS grounds to participate in school-sponsored educational opportunities in connection with MPS's course of study or school-related social, educational, cultural, athletic, school band, or other extracurricular or co curricular activities.

Selection of Field Trips and Excursions

The teaching team will continue to research and provide enriching learning opportunities to share with their students both within the classroom and out in the broader community. The principal shall have the authority to approve all in and out of state day and overnight field trips and excursions with consultation of the MPS Academic and Finance Teams. Requests for out of country travel shall be brought before the Board of Directors for approval. The principal will initially receive all such requests and make a recommendation to the Board of Directors as to whether the request should be approved.

The principal will ensure that the following items will be adhered to for all MPS field trips and excursions:

1. The proposed field trip or cultural excursion relates to MPS's educational objectives.
2. The correct ratio of adults to students is met for supervision of the activity.
3. A means of transportation to and from the activity is provided.
4. Adequate restroom facilities, food and water will be available during the activity.

The principal shall not approve any activity that he/she considers to be inherently dangerous to students.

Permission Slips

Before a student can participate in a school-sponsored trip, the teacher shall obtain parent/guardian permission for the trip. Whenever a trip involves water activities, the parent/guardian shall provide specific permission for his/her child to participate in the water activities. The Charter School shall provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

All persons who are not employees of Magnolia Public Schools making the field trip or excursion shall be deemed to have waived all claims against the Charter School or the State of California for injury, accident,

illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents/guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Items that will be included on the permission slip are:

1. An emergency phone number for the student.
2. Any medications the student is required to take with the time and dosage required.
3. Any medications the student is allergic to.
4. Any other medical information necessary to ensure the student's safety.
5. Waiver as described above.

A copy of a completed and signed permission slip will be kept on the Charter School site and one copy will be given to the teacher or teachers to take on the field trip or excursion.

Voluntary Participation

The Charter School will provide alternative educational activities to those students who choose not to attend a specific field trip or excursion. Parents/guardians will have advance notice of any upcoming field trip or excursion and have the option to withdraw their permission for their child to attend that field trip or excursion.

Disciplinary Rules

Students are under the jurisdiction of the Charter School Board at all times during the field trip or excursion and all MPS policies continue to be enforced during field trips and excursions. Charter School disciplinary policies are to be adhered to at all times. (e.g. Horseplay, practical jokes, harassment, taunting, rough play, aggressive or violent behavior, profanity, viewing of pornographic material, and use of alcohol and/or controlled substances during the field trip or excursion are strictly prohibited.)

Except as otherwise required by law, a student may be excluded from the trip if their presence poses a safety or disciplinary risk.

Defraying Expenses of Field Trips and Excursions

The Charter School may charge a fee for field trips and excursions pursuant Education Code section 35330. However, the Charter School will endeavor to keep the costs of any field trips affordable for all students' families. In no event will a student be prevented from participating in the field trip or excursion due to lack of sufficient funds. In accordance with Education Code section 35330(b), the Charter School will coordinate the efforts of community service groups to supply funds for students in need.

Supervision of Field Trips and Excursions

The teacher who coordinated the field trip will be present to supervise the field trip or excursion, except in unusual circumstances when a replacement teacher is assigned because of an unexpected unavailability. The principal will be designated as the emergency contact for the group on the field trip or excursion. Any injuries or unusual incidents occurring during the field trip or excursion will be documented in writing by the coordinating teacher and given to the Charter School's Principal.

The principal shall ensure that the field trips and excursions have an adequate number of adults attending to safely supervise the student attending the field trip or excursion.

A first aid kit shall be in the possession of or immediately available to a teacher, employee, or agent of the school during the student field trip or excursion. Whenever trips are conducted in areas known to be infested with poisonous snakes, the first aid kit taken on the trip shall contain medically accepted snakebite remedies. In addition, a teacher, employee, or agent of the school who has completed a first aid course which is certified by the American Red Cross and which emphasizes the treatment of snakebites shall participate in the trip.

Charter School employees or volunteers shall not consume alcohol or use controlled substances (except for medications taken under a physician's orders) while accompanying and supervising students on a field trip or excursion.

Accident Insurance

The Charter School provides student accident insurance which covers medical expenses arising from their student injuries on campus or while participating in a Charter School sponsored off campus activity. The family's health insurance is primary, but if there is no health insurance, the Charter School's Student Accident Insurance becomes primary. Information and applications for student accident insurance are available from the principal.

Parent or Guardian Participation in Field Trips and Excursions

As field trips and excursions are an integral part of the Charter School learning experience, parents are encouraged to participate in an assisting role with students. The principal or the coordinating teacher will provide parents and guardians with specific supervisory guidelines prior to any Charter School group trip involving students. Topics to be included are safety regulations, emergency responses, responsibilities of the parent volunteers, and language or behavior requirements of all attendees.

To ensure student safety, any non-employee chaperones supervising students on a field trip must be a Certified Volunteer (C-Volunteer). All prospective chaperones must review the Magnolia Public Schools Volunteer, Visitation, Shadowing, and Removal Policy, complete the C-Volunteer Application Form, and agree to the Volunteer Commitment and Procedures. These forms must be submitted to the school office for processing. The office will provide confirmation once the volunteer clearance is approved. Only individuals who have completed this process and received clearance may serve as chaperones on any school field trips.

A participating parent or guardian will be assigned to a specific group of students to supervise and will be responsible for these students at all times during the field trip or excursion. Under no circumstances will a parent or guardian consume alcohol or use controlled substances (except for medications taken under a physician's orders) during a field trip or excursion. The parent or guardian will notify the coordinating teacher, in advance of the field trip or excursion, should he/she be under a physician's orders and using medications.

All persons who are not employees of Magnolia Public Schools taking in-state or out-of state field trips or excursions and all parents or guardians of pupils taking in-state or out of-state field trips or excursions are required to sign a statement waiving all claims against MPS, its employees, and the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion.

Transportation

At all times during the field trip or excursion, teachers, staff and parents will use the safest mode of transportation and the safest and most direct routes of travel. If vans are used, the vans cannot be manufactured to carry more than ten (10) occupants (including the driver). Simply removing seats or not filling the occupancy does not meet the legal requirements. In addition, all speed notices must be strictly adhered to and students are to be seated with individual seatbelts at all times.

The Charter School shall take reasonable precautions to ensure that all employees and volunteers who transport students are responsible and capable operators of the vehicles to be used and ensure compliance with the Charter School Student Transportation Policy and Driver Requirements as follows:

Employee or volunteer drivers who offer to provide transportation for a field trip or excursion must provide a copy of the following:

1. Proof of liability insurance for their vehicle with a minimum of $100K/$300K coverage.

2. A copy of their Driver's License and Vehicle Registration.

3. A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.

4. A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

5. The minimum age requirement to transport passengers is twenty-five years old.

Each of these items will be provided to the principal or coordinating teacher prior to driving on a field trip or excursion.

Under no circumstances shall students transport other students.

For the volunteer's safety and that of all the students in his/her car, the following rules apply:

1. All Charter School rules apply to students in the volunteer's car.

2. All California driving laws must be followed including child restraint laws: no texting or distracted driving, hands-free phone use only.

3. No movies may be shown in vehicles.

4. No side trips allowed.

5. Maps and directions from the teacher should be reviewed prior to leaving.

6. No purchases for students should be made on the field trip including food or treats for students in the car.

7. Call the Charter School office immediately if there is a problem.

RESPONSE

Disaster Response Procedures

The purpose of these procedures is designed to offer clear guidance and instructions for safety and emergency preparedness, aimed at safeguarding the well-being of both students and staff during critical situations. The subsequent sections outline specific procedures tailored to various emergency scenarios.

1. Ensuring the safety and welfare of students and staff.
2. Facilitating a secure and coordinated response to diverse emergency situations.
3. Safeguarding the school's facilities and property.
4. Efficiently restoring normal conditions with minimal confusion in the shortest time possible.
5. Establishing a seamless interface and coordination between the school and local authorities and resources.

Emergency and Crime Response

In the case of an emergency, the general policy is that actions should be taken to allow the school to remain in operation to the extent possible. The situation should be addressed to minimize interruption of normal operations at the school, and students will usually be cared for until regular dismissal time. Where an emergency poses a serious threat to the safety and well-being of students and staff, evacuation will occur until any danger has passed. When necessary, the school may be dismissed by the School Principal or designee. The Home Office will also be informed using the Home Office Support Team (HOST) communication system (refer to HOST Crisis Communication). HOST will also collaborate with the Crisis Response Team and coordinate response as needed, particularly in the area of mental health support. In the event of the following scenarios, the principal or designee will communicate with stakeholders using the school's mass communication system.

Fire

In the event of a fire at our school, the following procedures will be promptly implemented:

- Discovery of Fire: Upon discovering a fire, teachers or staff members will immediately guide all occupants out of the building, activate the fire alarm, and promptly report the incident to the school administrator.
- Incident Command and Evacuation: The principal or designee will assume the role of the Incident Commander and initiate the Evacuate Building action. Staff and students will follow prescribed or safe routes to evacuate buildings, assembling at designated Assembly Areas.
- Emergency Services Notification: The school principal or designee will contact 911, providing precise details about the fire's location (e.g., building, room, area).
- Evacuation Accountability: During an evacuation, teachers will carry student rosters and any necessary emergency supplies, taking attendance at the Assembly Area to ensure accountability for all students. Special attention will be given to students with cognitive disabilities to ensure their understanding of directions. Teachers will promptly inform the Assembly Area Team of any missing students.
- Security Measures: The administrative team will secure the affected area to prevent unauthorized entry and maintain clear access roads for emergency vehicles.
- Utilities and Post-Incident Actions: The administrative team will notify the relevant utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will communicate with and update parents promptly via ParentSquare, ensuring transparent and timely information dissemination.

These procedures are designed to prioritize the safety and well-being of all occupants. Regular training and drills will reinforce these protocols, promoting a swift and coordinated response during an actual emergency.

Lockdown

This protocol is enacted in response to identified or directed threats of violence or gunfire by law enforcement, aiming to prevent perpetrators from entering any occupied campus areas. The purpose of a lockdown is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the school's security.

Lockdown Procedures:

- Initiating Lockdown: Lockdown is declared when the threat of violence or gunfire is identified. All personnel must adhere to this protocol to ensure the safety of everyone on campus.
- Secure Classrooms or Designated Safe Locations: During Lockdown, students are required to remain in locked classrooms or designated safe locations. It is imperative to keep classroom doors locked at all times.
- Immediate Actions for Classes: Upon receiving the lockdown announcement:
    - Classes will remain in their rooms.
    - Redirect any students in hallways or outdoors into the nearest locked classroom.
    - Physical education classes will relocate to secure areas such as the gym, auditorium, or multi-purpose room.
- Safety Measures within Classrooms: Once in the secured location:
    - Move students to the most protected areas in the room and lock the door.
    - Instruct students to face away from windows, keeping their backs toward windows.
    - Close and lock all doors and windows.
    - If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- Lights and Power: Turn off lights, power equipment, appliances, and ensure cell phones are on silent mode. Maintain silence in the room to avoid detection.
- Attendance and Student Accountability: Take and report attendance as feasible. Teachers must account for any students with cognitive disabilities who may require additional assistance or may not have fully understood the directions.
- Remain in Secured Locations: All personnel must remain in the secured room until further instructions are received from official sources.

This Lockdown Procedure is designed to prioritize the safety of all individuals on campus. Regular drills and ongoing training will familiarize staff and students with these protocols, ensuring a swift and coordinated response during an actual emergency.

Lockdown Drill Guidelines

1. Lockdown drills shall not be “high-intensity” drills. This means they will not include simulations that mimic an active shooter or other armed assailant incident, and shall not, (i) use fake blood or theatrical makeup or other materials to give the impression of injury or death, (ii) shall not involve the use of actors or other individuals posing as armed assailants or victims, and (iii) shall not train students to actively resist an assailant by throwing objects, attaching, or swarming the assailant.

2. Lockdown drills shall not use real weapons, gunfire blanks, or explosions.

3. The school will ensure a trauma-informed approach to the design and implementation of the drill that ensures the drill process (i) is age and developmentally appropriate, (ii) is only conducted after advance notice of the drill and its expected length of time are given to all parents/guardians and school employees subject to the drill; (iii) provides an opportunity for parents/guardians to opt out their student out of the drill; (iv) is preceded by an announcement of the lockdown drill and is followed by a closing announcement; (v) is followed by a notice to parents/guardians after the drill has concluded; and (vi) provides contact information for community-based

resources to parents/guardians, students, and staff who are negatively impacted by the drills, which prioritizes school based resources.

Medical Emergency

Medical emergencies or accidents may occur unexpectedly, involving students or employees. Depending on the severity, some incidents may only require first aid, while others demand immediate medical attention. In any uncertainty, prioritize caution and promptly dial 911.

- Emergency Reporting: In the event of a medical emergency involving a student or employee, immediately report the incident to the School Principal or designated personnel. Dial 911 or instruct someone to do so. When reporting, provide the following essential information:
    - School name and phone number.
    - Building address, along with the nearest cross street(s).
    - Exact location within the building.
    - Your name and phone number.
    - Nature of the emergency.
      Stay on the line until advised to disconnect by the dispatcher.
- School Notification: Notify the school office about the injured individual and the initiation of an ambulance call. Request the dispatch of a first aid/CPR-trained employee to assist the victim.
- Assistance and Victim Care: Maintain composure during the emergency. Keep the victim warm with a coat or blanket.
- Avoid moving the victim unless there is a risk of further injury. Refrain from offering any food or drink to the victim.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Opioid Overdose Response Protocol

Administration of Naloxone (Narcan)
Provide emergency Naloxone (Narcan) or another opioid antagonist to trained school personnel, with designated volunteers receiving initial and annual refresher training for the storage and emergency use of these medications. Responding to medical emergencies, particularly opioid overdoses, and the safe administration of Naloxone within the school environment. This plan aims to ensure the well-being of students and staff and to provide timely and effective intervention in the event of an opioid-related emergency.

Identification of Potential Overdose Cases:

- Training is provided to school staff, including teachers, administrators, and support staff, on recognizing the signs of opioid overdose, such as respiratory distress, unconsciousness, or pinpoint pupils.

Naloxone Training:

- The school designates key personnel, such as school nurses and selected staff members, to undergo specialized training in the administration of Naloxone.
- Training includes recognizing signs of overdose, proper administration techniques, and post-administration procedures.

Emergency Response Protocol, in the event of a suspected opioid overdose

- Maintain accessible and strategically located Naloxone kits within the school, particularly in areas where medical emergencies are more likely to occur.
- Trained personnel authorized to administer Naloxone during emergencies, and trained to follow the outlined step-by-step process for administering Naloxone, emphasizing proper dosage, injection techniques, and post-administration monitoring.

- After administration of Naloxone, staff shall immediately call emergency services (911) to report the incident and request urgent medical assistance
- Establish a post-administration monitoring procedure to ensure the individual's vital signs are stable. If necessary, continue to provide supportive care until emergency medical services arrive.
- Documentation: Draft a comprehensive incident report detailing the medical emergency. Submit the incident report to the School Principal or designated personnel before the end of the next workday.

Administration Procedure
This Medical Emergency Protocol is designed to ensure swift and organized responses in times of need. Regular training and drills will familiarize staff with these procedures, promoting a safe and supportive environment within our school community.

Earthquakes

Earthquakes can occur without warning, often followed by aftershocks that may persist for weeks or months. The impact on buildings varies, making it crucial to remain calm and act promptly during and after the shaking.

- Stay Calm and Assess: Keep calm during the shaking and remain in your current location. Assess the situation before taking action. Remember, injuries often result from flying or falling debris.
- Drop, Cover, and Hold On: Upon the first indication of an earthquake, teachers should instruct students to Drop, Cover, and Hold On.
- Move to Safety: Move away from windows and overhead hazards to avoid glass and falling objects.
- Students with Disabilities: Students with disabilities preventing them from seeking protection under furniture should:
    - Move away from unsecured items in the room.
    - Go to a structural corner away from cabinets, shelves, and windows.
    - Lock wheelchair wheels and protect their head and neck with their hands.

After the Earthquake
- Incident Commander Activation: When the shaking stops, the principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation Procedures: Staff and students will evacuate using prescribed or safe routes to the Assembly Area.
- Attendance and Student Accountability: Teachers will bring their student roster and emergency supplies, taking attendance at the Assembly Area. Special attention will be given to students with cognitive disabilities.
- Missing Students Notification: Teachers will notify the Assembly Area Team of missing students or any student left behind.
- Security Measures: The administrative team will secure the area to prevent unauthorized entry and ensure clear access roads for emergency vehicles.
- Utilities and All Clear: Notify the appropriate utility company of damages. Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.
- Parent Communication: The principal or designee will notify and update parents promptly via ParentSquare.

This Earthquake Response Protocol is designed for the safety and well-being of all individuals on campus. Regular drills and training will reinforce these procedures, fostering a resilient and prepared school community.

Assaults

Assaults, involving acts of striking or inflicting injury on a person, are considered serious matters, demanding immediate attention and appropriate action. Any threat or assault on students or employees requires prompt

reporting to the School Principal or designated personnel. The decision to involve law enforcement officials will be determined by the School Principal or designee.

General Reporting Steps:

- Immediate Reporting: Report any threat or assault on students or employees promptly to the School Principal or designee.
- Law Enforcement Notification: The School Principal or designee will assess the severity and decide whether law enforcement officials should be notified.

In Case of Serious Assault:

- Emergency Services: Dial 911 immediately.
- Seek Medical Attention: Seek first aid or medical attention for any injuries sustained during the assault, if indicated.
- Document Injuries: Have photographs taken of any injuries as part of the documentation process.
- Assailant Description: Write down a detailed physical description of the assailant as soon as possible after the incident, including sex, age, height, weight, race, clothing, and any weapon used.
- Witness Information: Obtain names and telephone numbers of any witnesses present during the assault.
- Incident Report: Draft an incident report detailing the circumstances of the assault.
- Submission to School Principal: Submit the incident report to the School Principal or designee for review.
- Law Enforcement Involvement: The School Principal or designee will submit an incident report to local law enforcement if the assault is deemed serious.

This Assault Incident Protocol is designed to ensure a swift and comprehensive response to any assault situation. Regular training and awareness programs will support the school community in understanding and implementing these procedures effectively.

Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of substances in solid, liquid, or gaseous states, with potential incidents ranging from chemical spills in school laboratories to hazardous material incidents adjacent to the school. Early detection and swift response are essential to ensure the safety of students and staff.

Indicators of Release:

- Multiple victims with symptoms such as watery eyes, twitching, choking, loss of coordination, trouble breathing.
- Presence of distressed animals or dead birds.

Response Procedures:

- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating the Evacuate Building action.
- Evacuation and Isolation: Staff and students will use designated routes to the Assembly Area, upwind of the affected area. Those exposed to contaminants should be isolated from the rest of the school population.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details and the nature of the emergency.
- Area Isolation and Access Restriction: The administrative team, under the Incident Commander's instructions, will isolate and restrict access to potentially contaminated areas.
- Ventilation and Air Handling Measures: The Security/Utilities Team will turn off local fans, close windows and doors, and shut down the building’s air handling system.
- Parent Communication: The principal or designee will promptly notify and update parents via ParentSquare.

- Decontamination and Triage: Individuals in direct contact with hazardous substances should wash affected areas with soap and water. Outer clothing layers, potentially contaminated, should be removed and contained. The Triage Team will evaluate and monitor exposed individuals.
- Assembly Area Team Responsibilities: Prepare a list of all people in the affected or contaminated area, specifying those with actual contact. Provide the list to the Incident Commander and emergency responders.
- Crisis Team Activation: The Crisis Response Team will convene on-site, initiating counseling and recovery processes.
- Area Reopening: Affected areas will not reopen until clearance is provided by the appropriate agency, such as Los Angeles County HazMat, and the Incident Commander authorizes it.
- All Clear Activation: Once the incident concludes, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

These protocols ensure a comprehensive and coordinated response to biochemical/hazardous material incidents, prioritizing the safety and well-being of the school community. Regular drills and training will enhance preparedness and awareness.

Disorderly Conduct

Disorderly conduct, whether exhibited by a student, staff member, or visitor, can pose a threat to the safety and well-being of the school community. The following protocols are established to ensure a measured and effective response:

- Immediate Action: Upon witnessing disorderly conduct, staff should take immediate steps to calm and control the situation, prioritizing the safety of all individuals involved. If safe to do so, attempts should be made to isolate the perpetrator from other students and staff.
- Witness Statements: Witnesses are encouraged to provide written statements detailing the incident for follow-up by the school administrator and/or law enforcement agency.
- Notification to Principal: Staff witnessing disorderly conduct should promptly notify the principal or designee.
- Incident Commander Activation: The principal or designee becomes the Incident Commander, initiating appropriate emergency functions such as Lockdown, Evacuate Building, or Off-site Relocation.
- Emergency Services Notification: The Incident Commander will call 911, providing precise location details (e.g., building, room, area) of the incident.
- Immediate Threat Response: If an immediate threat is not evident, the Incident Commander or designated staff may attempt to defuse the situation. Approach the individual in a calm, nonconfrontational manner and request they leave the campus, avoiding hostile situations.
- Family Notification (if applicable): In the case of a student involved, every effort should be made to notify the family, as they may provide valuable insights on handling the situation.
- Parent Communication: The Incident Commander will promptly notify and update parents via ParentSquare, as necessary.
- Threat Assessment/Management Team Activation: The Incident Commander and team will assess whether activating the threat assessment/management team (Crisis Response Team) is warranted.
- All Clear Activation: Once the incident concludes, and the campus is determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are designed to address disorderly conduct swiftly and efficiently, prioritizing the safety of the school community and providing necessary support and communication channels. Regular training and drills will enhance preparedness and response capabilities.

Vandalism

In the event of school vandalism, the following procedures are to be adhered to for a comprehensive and effective response:

- Notification of School Authority: Promptly notify the school principal or designee of the vandalism incident.
- Building and Grounds Personnel Notification: Notify building and grounds maintenance personnel to assess and address the immediate physical impact.
- Assessment of Severity: The School Principal, or designee, will assess the seriousness of the situation, gauging the level of assistance required, which may involve engaging local law enforcement.
- Identification of Perpetrators: If possible, attempt to identify the individuals involved in the act of vandalism.
- Witness Interviews and Statements: Conduct interviews with witnesses and obtain written statements detailing the incident.
- Documentation Process: Document the incident promptly, preparing an incident report that includes any witness statements. Submit this report to the School Principal or designee.
- Parent/Guardian Notification: Notify parents or legal guardians of the affected students about the vandalism incident.
- Disciplinary Measures: Determine appropriate disciplinary measures in response to the act of vandalism.
- Restitution Assessment: Evaluate any monetary restitution issues arising from the vandalism and determine the applicable amounts.

These procedures are established to ensure a systematic response to vandalism incidents, address immediate concerns, identify responsible parties, and implement appropriate disciplinary and restitution measures. Regular communication with parents and legal guardians is crucial for maintaining transparency and fostering a sense of responsibility within the school community.

Loss or Failure of Utilities

In the event of a utility failure, encompassing the loss of water, power, or other essential utilities on school grounds, the following comprehensive procedures are to be followed:

- Immediate Action for Broken Utility Lines: In the case of a broken water or electrical line, make an immediate effort to shut off water or power to the affected area. Simultaneously, notify the school administrator without delay.
- Incident Commander Designation: Upon receiving notification of a utility loss, the principal or designee assumes the role of Incident Commander. The Incident Commander will initiate appropriate emergency functions, including potential actions like Shelter in Place or Evacuate Building.
- Communication with MPS General Counsel & Facilities Department: The Incident Commander, during business hours, will promptly notify the MPS General Counsel & Facilities Department, specifying the location and nature of the emergency. The preferred vendor list may be engaged based on the Incident Commander's discretion.
- Utility Company Coordination: MPS General Counsel & Facilities Department personnel, collaborating with the Incident Commander, will contact the affected utility company. This communication aims to ascertain the necessity of their assistance, recommended actions, and the anticipated duration of the service interruption.
- Evacuation Procedures: If the Evacuate Building action is warranted, teachers will evacuate with student rosters and essential classroom emergency supplies. Attendance will be taken in a safe location. Special consideration will be given to students with cognitive disabilities.
- Parent Notification via ParentSquare: The Incident Commander will inform and update parents promptly through ParentSquare.
- Utilization of Emergency Supplies: School emergency supplies will be deployed as needed to compensate for the utility loss.
- All Clear Action: Once the incident is concluded, and the campus is deemed safe, the Incident Commander will initiate the All Clear action.

- Specific Concern Protocols: In addition to the outlined procedures, the Incident Commander will implement specific protocols tailored to the nature of the utility concern (e.g., loss of water supply, power outage).

These procedures are established to ensure a swift, organized, and effective response to utility failures, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Bomb Threat/Suspicious Package

In response to the discovery of a suspicious package on campus grounds or the receipt of a threatening phone call indicating a potential explosion risk, the following procedures are implemented:

Response to Threatening Phone Calls:

- Immediate Action: The call taker aims to keep the caller on the line while alerting someone else to call 911. Simultaneously, the staff member calling 911 provides essential information to the operator:
  - Nature of threat on the phone line
  - School name
  - Phone number of the line receiving the threat
  - Name and contact information of the staff member
- Informing the Principal: The person answering the threat call informs the principal immediately and gathers and records information about the call, addressing bomb threat questions such as location, timing, appearance, motive, and contact details.
- Voice Analysis and Background Evaluation: Questions are complemented by evaluating the caller's voice and background noise for characteristics such as gender, age, accent, speech clarity, and background environment.
- Incident Commander Designation: The principal or designee assumes the role of the Incident Commander, advising the school. Law enforcement may instruct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with law enforcement, determines appropriate emergency functions, such as Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.

Discovery of Suspicious Packages or Objects:

- Cell Phone and Radio Precautions: If unusual or suspicious packages, boxes, or foreign objects are discovered, all cell phones and hand-held radios are turned off to prevent potential triggering by radio frequencies.
- Object Discovery Protocol: Report the discovery to the Incident Commander while securing the immediate area without touching or disturbing the object. No attempt should be made to investigate or examine a suspicious object.
- Parent Notification via ParentSquare: The Incident Commander notifies and updates parents through ParentSquare.

Evacuation Procedures:

- Incident Commander's Decision: The Incident Commander, consulting with law enforcement, may alter emergency functions based on the situation. In case of a confirmed threat or bomb discovery, the Evacuate Building action is issued.
- Safe Evacuation: Staff and students evacuate using safe routes to the Assembly Area.
- Attendance and Missing Students: Teachers bring student rosters, take attendance at the Assembly Area, and account for students. Special consideration is given to students with cognitive disabilities. Teachers notify the Assembly Area Team of missing students.

Post-Incident Actions:

- Crisis Response Team: The Crisis Response Team convenes on-site for counseling and recovery.
- Inspection and All Clear: School activities do not resume until proper authorities inspect affected buildings and declare them safe. The Incident Commander initiates the All Clear action after the incident concludes.
- Off-Site Relocation: The Incident Commander may initiate an off-site relocation if conditions warrant.

- Incident Report: Following the incident, the Incident Commander completes a comprehensive bomb threat report for analysis and reflection.

These procedures are established to ensure a swift, organized, and effective response to bomb threats and suspicious packages, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Explosions/Risk of Explosions

In the unfortunate event of an explosion or the risk of explosion at the school, the following procedures should be followed:

- Initiate Drop, Cover, and Hold On: In the event of an explosion, all individuals should immediately initiate the Drop, Cover, and Hold On protocol.
- Incident Commander and Emergency Services: The principal or designee becomes the Incident Commander and promptly calls 911 to provide precise details of the emergency, including the location (e.g., building, room, area) and the nature of the incident.
- Consultation and Emergency Functions: The Incident Commander will consult with available law enforcement and, considering the potential for another imminent explosion, determine appropriate emergency functions. Actions may include Shelter in Place, Evacuate Building, or Relocation. Evacuation may be required in some buildings on campus, with others serving as shelters.
- Evacuation Procedures: In the event of an evacuation, staff and students will use prescribed routes or other safe routes to proceed to the Assembly Area.
- Attendance and Notifications: During evacuation, teachers will bring the student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are responsible for accounting for students with cognitive disabilities who may not have understood the directions, and they will notify the Assembly Area Team of missing students. The Incident Commander will promptly notify and update parents via ParentSquare.
- Medical Assistance: The Triage Team will promptly check for injuries and provide appropriate medical assistance.
- Utilities and Building Security: The Incident Commander will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities. The administrative team will secure the building entrance to prevent unauthorized persons from entering the school buildings.
- Search and Rescue Activities: If it is determined safe to enter affected areas, the Incident Commander will direct the administrative team to initiate search and rescue activities.
- Reopening and Clearance: Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or the appropriate agency provides clearance, and the Incident Commander authorizes such action.
- Relocation Procedures: The Incident Commander may initiate a Relocation if conditions warrant such a decision.
- All Clear and Conclusion: Once the incident has concluded, and the campus has been determined to be safe, the Incident Commander will initiate the All Clear action.

These procedures are established to ensure a swift, organized, and effective response to explosions or the risk of explosions at school, minimizing disruptions and prioritizing the safety and well-being of students and staff.

Fighting or Riots

When dealing with a fight or the potential escalation to a riot, school staff should adhere to the following guidelines:

Fighting:

- Communication and Assistance: Utilize radio units or cell phones for communication. If not feasible, send a reliable student to the office to seek assistance. Speak loudly, demanding an immediate cessation of the behavior.

- Collaboration and Intervention: Seek assistance from other teachers to address the situation. If students begin to gather, work swiftly to disperse them.
- Identification and Intervention: Call out the names of involved students, if known, and inform them of their identification. For serious fights, especially those involving weapons, seek additional help from law enforcement personnel.
- Separation and De-escalation: Attempt to separate involved students using an assertive tone. Consider age, size, and personal safety before intervening physically. If successful in separating students, avoid further confrontational behavior. Allow students time to talk in a calm setting to gradually change the climate of the situation.

Riots:

- Prevention and Sensitivity: Encourage teachers and staff to be sensitive to the emotional climate and defuse tensions before problems escalate.
- Law Enforcement and Assessment: Notify local law enforcement of the disturbance and convene at a pre-designated site to evaluate the situation.
- Emergency Response Plans: Have a law enforcement officer assess and call for necessary resources, such as backup and emergency medical assistance.
- Activate emergency plans, including:
    - Instruct office staff to handle communications and initiate lockdown orders.
    - Notify transportation for appropriate buses for evacuation.
    - Assign staff to a temporary detention facility and log information.
    - Direct a teacher or designee to initiate lockdown and immobilize the campus.
- Collaboration and Communication: Collaborate with the MPS Outreach & Communications Department to brief a representative for media interactions.
- Medical Treatment and Triage: Assign staff to a pre-designated medical treatment/triage facility.

Remember, these protocols are established to ensure a swift, organized, and effective response, prioritizing the safety and well-being of students and staff during such incidents.

Crisis Response

A school crisis is an unexpected critical incident that poses a safety threat or disrupts the school day, impacting teaching, learning, and overall well-being. Common reactions include shock, confusion, and fear. While each crisis may affect individuals differently, it can have a broad and immediate impact on students and adults. Examples include accidents, violent incidents, deaths, natural disasters, or acts of terrorism.

Multi-Tiered Crisis Response Team Model:

Tier I: School Site Crisis Response Team:

- Initiates crisis response, assesses needed services, and provides direct interventions.
- Determines the need for additional assistance from the Home Office.
- May be activated during emergencies or as a stand-alone team.

Tier II: Academic Department (Director of Special Education and Services; Director of Student Services):

- Contacted by the school site for support beyond the team's scope.
- Provides consultation, direct intervention, assistance with communications, and guidance for recovery/SEL support.

Tier III: MPS Home Office Crisis Response Team:

- Engaged based on collaboration between the Academic Department and the school site.
- Offers consultation, direct intervention, communication support, and recovery guidance.

Crisis Response Procedures:

- Activation and Assessment: The principal or designee, as the Incident Commander, activates the School Site Crisis Response Team. The team, in collaboration with the Incident Commander, assesses the impact and triages students, staff, and parents/guardians.

- Direct Intervention Services: The Crisis Response Team delivers crisis intervention services, including psychological first aid.
- Restoration of School Functions: Advises and assists the Incident Commander in restoring regular school functions efficiently and quickly.
- Limiting Exposure and Ongoing Assessment: Takes measures to limit exposure to scenes of trauma, injury, and death. Provides ongoing assessment of needs and follow-up services as required.

These protocols are designed to ensure a comprehensive, organized, and effective response to crises, prioritizing the well-being of students, staff, and the school community.

Active Shooter/Gunfire

In the event of a threat of violence on campus or the sound of gunfire, lockdown procedures should be immediately implemented. An Active Shooter on Campus is defined as an individual or individuals on school grounds armed with a firearm, having caused injury or death with the firearm and demonstrating continued threat.

Procedures for Staff:

- Upon the first indication of an active shooter, staff must promptly notify the principal or designee, who assumes the role of Incident Commander.
- The Incident Commander initiates a lockdown, the recommended emergency response.
- A call to 911 is made, providing precise details of the incident. A designated person should remain on the line with the police if safe.
- Establish communication with classrooms through school phones, email, cell phones, or radios to keep everyone informed.
- Notify MPS Home Office through the HOST channel and request assistance.
- Collaborate with the MPS Outreach & Communications Department to inform and update parents via ParentSquare.

Principal/Designee and Crisis Response Team Responsibilities:

- Secure perimeter gates and ensure all individuals are safely behind locked doors.
- Initiate the process of accounting for all students and staff.
- Calm and control students through regular announcements. If safe, maintain separation between students and the perpetrator.
- If imminent danger is identified with an active shooter on campus, Rapid Relocation may be initiated, ensuring students are not placed in the gunman's path.

Rapid Relocation Procedures:

- Encourage quick evacuation through any safe exit. If leaving campus, the preferred off-site relocation point is chosen if the route is safe.
- Inform local law enforcement of the decision to leave campus and the chosen destination. Keep them updated on students and staff not reaching the relocation point.
- Calm students, establish a perimeter for safety, and re-establish Incident Command teams with available staff.
- The Triage Team collaborates with first responders for medical attention to the injured.
- The Incident Commander prepares a verified list of the wounded and their transport locations, coordinating with the School Site Crisis Response Team for parent notifications.
- All media inquiries are directed to the MPS Home Office Outreach & Communications Department.
- Once the incident concludes and the campus is declared safe, the Incident Commander initiates the All Clear action.
- A debrief session with staff and school police officers is conducted by the Incident Commander.

These crisis response protocols are established with the paramount goal of ensuring the safety, well-being, and efficient recovery of students, staff, and the school community in the face of unforeseen critical incidents. The

collaboration between school personnel, law enforcement, and relevant agencies is crucial to swiftly and effectively address emergencies, minimize disruptions, and support the emotional and physical recovery of those affected. By adhering to these comprehensive procedures, we aim to create a secure and resilient environment conducive to the continued growth and success of our educational community.

Use of Facilities

In the event of disasters or emergencies, the school is committed to supporting the mandated emergency procedures established by law enforcement, government, or public safety agencies. This ensures that students and both certificated and classified staff follow necessary protocols, enabling the school to serve as a mass care and welfare shelter, to the extent necessary and appropriate.

Evacuation

In the event that community conditions or internal school circumstances necessitate a site evacuation, the following steps should be undertaken:

- The principal or designee assumes the role of Incident Commander and will communicate evacuation instructions via the PA system. If the PA system is unavailable, alternative communication methods, such as messengers, will be employed. The principal will convey a calm demeanor, offer reassuring comments, affirm that the situation is under control, and provide clear directions.
    - Example Statement: "Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll books to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."
- The Incident Commander will activate the fire alarm system as a signal to initiate the evacuation process.
- Designated emergency team members/staff will secure medications, related documents, and other essential medical supplies/equipment, such as First Aid Kit, CPR, AED, Epi-Pen, and Sharps container.
- Teachers will instruct students to evacuate the building using designated routes and assemble in their assigned Assembly Area.
- Teachers will bring student rosters and any classroom emergency supplies, take attendance once the class is assembled in a safe location, and account for students with cognitive disabilities who may not have fully understood the directions. Missing students will be listed on the Missing Persons Report.
- Once assembled, teachers and students will remain in place until further instructions are provided.
- The Incident Commander will make necessary notifications to the Home Office and parents.
- Upon the conclusion of the incident and confirmation of campus safety, the Incident Commander will initiate the All Clear action.

Procedures for Responding to Students Who Self-Injure

Self-injury, characterized by the deliberate act of harming one's own body, is often an unhealthy coping mechanism for emotional pain, intense anger, or frustration. While this behavior may lack suicidal intent, it can escalate the risk of suicide due to underlying emotional issues. Consequently, students exhibiting self-injurious behaviors should be assessed for suicide risk.

Signs and Symptoms of Self-Injury:

- Frequent or unexplained bruises, scars, cuts, or burns.
- Consistent, inappropriate use of clothing to conceal wounds.
- Possession of sharp objects such as razor blades, shards of glass, or thumbtacks.
- Evidence of self-injury in journals, drawings, social networking sites, etc.

Risk Factors of Self-Injury:

- Age, with a higher prevalence among teenagers and young adults.
- Influence of friends engaging in self-injury.
- Psychosocial factors, including neglect, abuse, or traumatic events.

- Mental health issues, such as depression, anxiety disorders, post-traumatic stress disorder, and eating disorders.
- Alcohol or drug abuse.

Protocol for Responding to Self-Injury:
- Respond immediately or as soon as practically possible.
- Supervise the student at all times.
- Seek medical attention as needed.
- Conduct an administrative search for access to means such as razor blades, shards of glass, other sharp instruments, or medications.
- Assess for suicide risk using appropriate protocols.
- Communicate with and involve the parent/guardian to address the self-injurious behavior promptly.

Awareness for Parents/Caregivers:
- Encourage appropriate coping and problem-solving skills.
- Listen calmly and empathetically, avoiding shaming reactions.
- Develop a safety plan with the student.
- Notify identified adults in the safety plan and provide information on the adult gatekeepers.

Self-Injury and Contagion:
- Respond immediately to identified students.
- Assess each student for suicide risk individually.
- Supervise students separately if identified as engaging in self-injurious behaviors.
- Consider making a mental health referral for students exhibiting self-injurious behaviors.

Response to Self-Injury and Contagion within the School Community:
- Address self-injury with students individually.
- Avoid discussing self-injurious behaviors in group settings.
- Conduct informational parent meetings, inviting all parents/guardians for psycho-education, awareness, and tools for addressing self-injurious behaviors.
- Supervise students and children during parent/guardian meetings.
- Consult with the Outreach & Communications Department for dissemination of information regarding parent/guardian meetings or other media matters.

These procedures are established to ensure a compassionate and effective response, prioritizing the well-being of students and fostering a safe and supportive school environment.

Procedures for Assessing and Responding to Reports of Dangerous, Violent, or Unlawful Activity

Magnolia takes its role in providing a safe and trusted learning environment very seriously. If any student, family member, or member of the school's extended community learns of any dangerous, violent, or unlawful activity that they believe has occurred, is occurring, or may occur at the school or at or near any school-sponsored or school-related event or location, they are strongly encouraged to report that activity—anonymously if necessary—to the Principal.

A report can be sent by a legible written note, by email, or by telephone to the following: mrowell@magnoliapublicschools.org; (657) 207 - 3969. Reports should include place, time, the general nature of the activity being reported, whether any life-threatening activity or weapons are involved, and any

other important details. Any report of activity that imminently threatens or involves an imminent potential loss of life should first be made to 9-1-1, immediately.

Magnolia shall promptly review every report received as soon as possible, shall make a record of every report received, and shall make a reasonable inquiry into each, as necessary, to ensure to the greatest reasonable extent that no dangerous, violent, or unlawful act occurs at any school-related or school-sponsored event, or on school-provided transportation to any such event. The investigatory response taken by the school and actions taken will be logged as well.

Floor Plan

A floor plan of the school site buildings and grounds, which indicates the location of all exits, utility shut-offs, fire extinguishers, and emergency equipment and supplies, will be maintained and updated, as necessary. The floor plan should also indicate the outdoor assembly area(s) and evacuation route(s) from the site. (This item is stored with the plant manager and also located in the office of the School Principal)

A copy of the floor plan will be posted in each classroom at the school, in the school hallway, and at the school's main office. Staff should familiarize themselves with the contents of the floor plan and with evacuation procedures.

Emergency Drills

The school shall conduct emergency drills on a regular basis to prepare for possible evacuation in case of an emergency. The School Principal, or designee, will specify the date and time of emergency drills. All students and staff are required to participate in these mandated drills.

The School Principal, or designee, will designate an outdoor assembly area(s) where students and staff will gather whenever the building is evacuated. Unless instructed otherwise by public safety officials, students and staff will gather by class and attendance will be taken. The names of any missing individuals will be relayed to search and rescue teams and public safety officials.

School Safety Management Team and Operations

The Principal is the overall director of the School Safety Management Team and will appoint those members of the staff necessary to respond to issues of safety at the School and in the case of an emergency. Depending upon the nature of an emergency, additional administrative, teaching, and support staff may also be part of the team but may act only when assigned specific duties by the Principal or designee.

Guidelines for Handling the Media

Whenever a natural disaster or crisis situation occurs, media coverage is a certainty. School staff and administrators are encouraged to follow these guidelines when dealing with the media. The School Principal should assign a school spokesperson to deal directly with the media.

- Develop a written statement for dissemination.
- Get the maximum amount of information out to the media - and thus the public - as rapidly as possible.
- Appoint a spokesperson (usually the principal).
- Keep the staff informed through one person.
- Be proactive with the media.
- Contact the media before they contact the school.
- Set geographic and time limits.
- Explain restrictions.
- Hold the press accountable.
- Create positive relations with the media before an emergency crisis occurs.
- Stress-positive actions were taken by the school.

- Announce new changes made after the incident has passed.

Parental Notification

In the case of an emergency requiring evacuation of the school site, parents will be notified as soon as possible. At the beginning of each school year, all parents will be asked to provide emergency contact information, sign an emergency medical release form for their child, and designate persons who are authorized to pick up their child in the event of an emergency. Schoolwide communication will be sent via ParentSquare.

Safety Supply/Equipment

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location, such as classrooms.

The School Principal and/or designee, alongside the School Safety Management Team, is responsible for directing team activities and keeping everyone informed of the overall status. Furthermore, responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties may include

- Reporting equipment and supply needs
- Estimate the number of persons requiring food/shelter/care
- Work Incident Commander to determine the length of time care will be needed
- Inventory supplies on hand
- Distributing emergency water and food supplies
- Setting up and maintaining sanitation stations
- Confirming supply/equipment needs for any persons with special needs fulfilled
- Controlling conservation of water

Supplies and Equipment for the School Safety Management Team include:

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Cell phones
- Sanitation supplies

Emergency and first aid supplies are necessary when an emergency or injury occurs at the school. Emergency and first aid supplies should be kept in the school's central office and in individual classrooms as needed. At the beginning of each school year, each classroom will receive a classroom safety kit. Suggested items in case of an emergency:

- Blankets
- Matches
- Pillows
- Bottled Water
- Flashlights
- Paper Towels
- Batteries
- Wet Wipes
- Radio (battery operated)
- Sheets
- Candles

Suggested first aid items:

- Assorted Band-Aids
- Gauze
- Sterile Water (for burns)
- Tape
- Scissors
- Tweezers
- Bandages
- Instant Ice Packs
- Ace Bandages
- Package of Sewing Needles
- Slings
- Antibacterial salve
- Steri-strips or butterfly stitches
- Disposable gloves
- Face masks
- CPR (disposable mouthpieces)
- Current first aid book

In case of an emergency evacuation, staff will take this kit to the evacuation site, along with an attendance sheet.

Plant Inspections

The School Principal, or designee, with the assistance of local support personnel where necessary, will inspect and ensure that the school is clean, and secured, all paths of egress are open and well lit is essential to the safety and well-being of all students and staff members of Magnolia Public Schools.

Essential Checklist: Plant Inspections

- A walk-through will be performed at least twice annually by the principal and/or designee to ascertain any unsafe conditions that are hazardous to the staff or student's physical or mental well-being.
- The complete emergency routes used by all students to travel to and from the assembly area should be inspected. Ensure that there are no barriers to students with specific mobility needs.
- Within a month of the start of the new school year, the School Safety Committee will review the walk-through. A timeline for the completion of necessary corrections will be reviewed and assessed monthly.
- The School Principal and/or designee will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served will be eliminated. These hazards may include incompatible chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails; screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard.
    - All damaged fences will be reported and corrected as soon as possible.
    - Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
    - All non-functioning lighting fixtures must be reported and corrected as soon as possible.

RECOVERY

Schools as Pillars of Support in Emergencies
Schools play a pivotal role in aiding members of the learning community in both preparing for and recovering from emergencies or disasters. Whether stemming from natural events like earthquakes, fires, and loss, or man-made events such as tragic incidents, student overdoses, or acts of terror, a school's approach to post-emergency support is most effective when it addresses diverse levels of need among students. The provision of varying degrees of support, including opportunities for smaller group meetings, becomes critical for those requiring more in-depth assistance, thereby complementing the general support offered to all students.

In the aftermath, the responsibility for implementing recovery strategies typically falls on the shoulders of school psychologists, counselors, social workers, and potential community mental health partners, all of whom may serve as members of the Crisis Response Team. Encouragingly, all adults involved are urged to contribute by modeling calm, caring, and thoughtful behavior.

Supporting Someone After a Crisis
When supporting someone after a crisis, it is important to be present and supportive. Use verbal, nonverbal, and paraverbal communication to convey your care and concern. Ask open-ended questions to identify how they are feeling and listen with empathy. Do not rush them to talk about the incident.

If you are feeling overwhelmed, take some time to gain your composure. Ask for a staff member to step in if you need to leave the room. Coordinate with other staff to address the immediate needs of the staff involved.

It is important to remember that you cannot provide effective support until you have reached physical and emotional calm.

Guiding Therapeutic Rapport through Time
1. Supporting in the Present - Helps rebuild relationships and build bridges of communication. The trust and relationship that you establish at this point are crucial to the de-escalation of a future crisis.
2. Understanding the Past - Allows the person to reflect on their actions and consider the impact on others. This helps to uncover what happened and identify any patterns and Precipitating Factors, which can help in planning for the future.
3. Planning for the Future - Results in learning and development of approaches by collaborating and problem-solving. Planning creates a sense of responsibility and ownership for the individual. It also helps staff prevent crisis behaviors and improve their approaches.

Therapeutic Rapport Considerations
When engaging with individuals in therapeutic settings, it is crucial to take into account several factors that significantly influence the dynamics of the counseling relationship:
- Age: An individual's age plays a pivotal role in shaping their ability to comprehend and actively participate in therapy. Consider the developmental stage, as younger children might struggle to express emotions or grasp complex concepts, while older adults bring different life experiences and concerns.
- Cognitive Functioning: Cognitive abilities vary among individuals, affecting their capacity to process information and follow instructions. Modify therapeutic approaches to accommodate diverse cognitive functioning levels and ensure effective communication.
- Culture: Cultural background deeply influences expectations about counseling and communication styles. Cultivate respect for individuals' cultural values and beliefs, recognizing the potential impact of cultural differences on the therapeutic relationship.
- Gender Identity: An individual's gender identity significantly shapes their experiences and interpersonal connections. Create an affirming and safe space that respects and acknowledges clients' gender identities, fostering an environment conducive to exploring gender expression.

- Previous Life Experiences: Past life experiences profoundly mold an individual's thoughts, emotions, and behaviors. Be attuned to the potential impact of these experiences on the therapeutic relationship, recognizing their role in shaping an individual's progress.

In acknowledging and adapting to these diverse factors, support staff can enhance the effectiveness of therapeutic interventions, fostering a more inclusive and supportive environment for all individuals seeking assistance.

Strategies for the Crisis Response Team: Supporting Students and Staff After a Crisis

1. Immediate Debriefing: Conduct immediate debriefing sessions to allow team members to share their experiences, feelings, and observations.
2. Provide Safe Spaces: Establish designated safe spaces within the school where students and staff can seek solace and support.
3. Structured Group Sessions: Organize structured group sessions led by mental health professionals to address collective concerns and promote a sense of community.
4. Resource Distribution: Distribute informational resources and support materials to students and staff, outlining available counseling services and coping mechanisms.
5. Collaborative Outreach: Collaborate with external mental health organizations to provide additional resources and expertise.
6. Peer Support Networks: Facilitate the creation of peer support networks among students and staff to encourage mutual assistance.
7. Long-Term Counseling Services: Ensure access to long-term counseling services for both students and staff members, recognizing that recovery is an ongoing process.

Strengthening Staff Responses and Fostering Resilience

To enhance staff responses to incidents, it is crucial to conduct an objective assessment of the current response. Take time to reflect on the incident and engage in open dialogue with fellow staff members who were involved. This collaborative process can uncover valuable insights and identify areas for improvement.

Managing a crisis is a challenging experience that can have a profound impact on everyone involved, including staff members. Recognizing the potential trauma of these situations is the first step toward building resilience. Taking care of one’s self during this time is essential for both physical and emotional well-being.

Building Resilience:

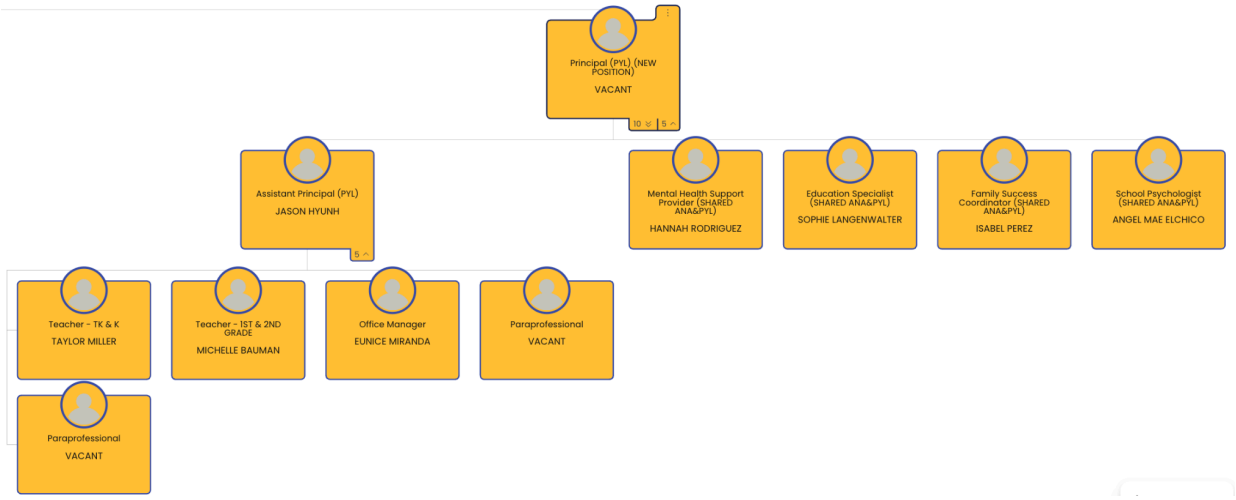
- **Reflect on the Experience: Acknowledge thoughts, feelings, and physical reactions to the incident.** Reflecting on the experience helps in processing emotions and developing effective coping mechanisms.
- Practice Self-Care: Prioritize self-care activities to maintain overall well-being. Ensure individuals get enough sleep, maintain a healthy diet, engage in regular exercise, and spend quality time with loved ones. Self-care provides the strength needed to cope with the challenges of crisis management.
- Seek Professional Support: If coping is challenging following the aftermath of a crisis, seeking professional support from a therapist or counselor can be immensely beneficial. A professional can assist in understanding emotions and developing healthy coping mechanisms tailored to your needs.

By fostering open dialogue, engaging in self-reflection, and prioritizing self-care, staff members can collectively navigate the aftermath of crises. Recognizing the trauma and proactively seeking support contribute to building resilience and fostering a supportive community within the school environment.

Recovery information is adopted from: Crisis Prevention Institute (2023). Nonviolent crisis intervention training. 3rd Edition.

Schoolwide Supporting Documents

Magnolia Science Academy - Placenta Yorba-Linda Organization Chart:



Glossary

MPS = Magnolia Public Schools

CMO = Charter Management Organization

PBIS = Positive Behavioral Interventions & Supports

SEL = Social-Emotional Learning

ISS = In School Suspension

ODR = Office Discipline Referral

ADA = Average Daily Attendance

LCAP = Local Control and Accountability Plan

PAC = Parent Advisory Committee

PTF = Parent Task Force

UCP = Uniform Complaint Procedures

CDE = California Department of Education

IDEA = Individuals with Disabilities Education Act

IEP = Individualized Education Program

504 = Section 504 of the Rehabilitation Act of 1973

SSPT = Student Services and Programs Team

HOST = Home Office Support Team

School Safety Plan (SSP): A detailed school emergency preparedness plan that covers prevention, response, and recovery procedures.

Incident Commander: The person responsible for directing emergency operations during a crisis.

Assembly Area: A designated safe location where students and staff gather during building evacuations to facilitate attendance taking.

Lockdown: An emergency protocol that secures school buildings and grounds during situations involving threats of violence.

ParentSquare: A school-to-home engagement platform used by the school to communicate essential information to parents/guardians.

Emergency Supplies: Resources like first aid kits, flashlights, batteries, blankets, and food/water that are critical for dealing with crises.

All Clear: An announcement made by the Incident Commander indicating that a crisis or emergency has ended and normal school operations can resume.

Crisis Response Team: A multidisciplinary school team trained in crisis preparedness, intervention, and recovery strategies to support the school community during and after critical incidents.

Recovery: The process of assisting students, staff, families and the greater school community in healing and overcoming trauma in the aftermath of a crisis/emergency.

Safe School Plan Quick Reference Guide

MAGNOLIA PUBLIC SCHOOLS
Placentia-Yorba Linda

Dr. Maria Rowell, Principal
1891 N. Kellogg Drive
Anaheim, CA 92807
(657) 207-3969
mrowell@magnoliapublicschools.org

School Safety Plan Definitions for School

- [redacted]

Emergency Teams:

- [redacted]

School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by law enforcement to contact school site administrators and employees in the event of an emergency:

School Incident Command System and Emergency Teams

[redacted]

[redacted]

School Site Specific Considerations

Emergency Supplies and Equipment Location

[redacted]

Crisis Response Team Chart

[redacted]

Additional Contacts

LOS ANGELES UNIFIED SCHOOL DISTRICT
INTEGRATED SAFE SCHOOL PLAN
2025-2026
DANIEL WEBSTER MIDDLE SCHOOL
11330 W GRAHAM PL
LOS ANGELES, CA 90064
(310) 235-4600
Generated On: 9/29/2025

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Note: This document provides links to referenced documents, but District personnel should obtain the most recent, official versions of District policies and procedures.

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1. Introductory Material

1.1 Signature Page

1.1.1 School Site Council

Los Angeles Unified School District

Integrated Safe School Plan

School: DANIEL WEBSTER MIDDLE SCHOOL **Date Generated:** **9/29/2025**

The Integrated Safe School Plan (ISSP) was developed by the School Site Council using the Districtwide template and a collaborative process respectful of representation and input from all stakeholder groups. All required School Site Council members listed below (with an *) must sign the signature page. Upload online only after all members have signed.

Title:	Name:	Signature:	Date Signed:
REQUIRED SCHOOL SITE COUNCIL MEMBERS:			
Principal/Designee*:	BELL, TASHA		
Non-teacher School Personnel*:	SANCHEZ, JAVIER		
Non-teacher School Personnel:	RODRIGUEZ, YOLANDA		
Teacher*:	CORNETT, DAVID		
Teacher*:	MURA, MASAYA		
Teacher*:	ESRAELIAN, RONITA		
Teacher:	REYES, ALICIA		
Parent (of an attending student) or Other			
School Community Member*:	ELTON QUINTANILLA		
Parent (of an attending student) or Other			
School Community Member			
(required for elementary):	SILVIA BONILLA		
Parent (of an attending student) or Other			
School Community Member			
(required for elementary):	VILMA ROJAS		
Parent (of an attending student) or Other			

1. Introductory Material

School Community Member (required for elementary):	NORMA LOPEZ		
Parent (of an attending student) or Other School Community Member (required for elementary):	CHRISITINE WALKER		
Parent (of an attending student) or Other School Community Member:			
Secondary only - Student (attending the school):	IVA SIKIRIC		
Secondary only - Student (attending the school):			
Additional Member:			
Additional Member:			
Additional Member:			
Charter School Principal/Designee:	THEIS, JACOB		

NOTE: The completed signature page should replace this document

1. Introductory Material

1.1.2 School Safety Planning Committee

Los Angeles Unified School District

Integrated Safe School Plan

School: DANIEL WEBSTER MIDDLE SCHOOL **Date Generated:** **9/29/2025**

The Integrated Safe School Plan (ISSP) was developed by the School Safety Planning Committee using the Districtwide template and a collaborative process respectful of representation and input from all stakeholder groups. All required School Safety Planning Committee members listed below (with an *) must sign the signature page. Upload online only after all members have signed.

Title:	Name:	Signature:	Date Signed:
REQUIRED SCHOOL SAFETY PLANNING COMMITTEE MEMBERS:			
Principal/Designee*:	BELL, TASHA		
UTLA Representative*:	BARRETT, WILLIAM		
Classified Representative*:	SANCHEZ, JAVIER		
Student (Secondary)			
Representative:	IVA SIKIRIC		
Parent (of an attending student)			
Representative*:	ELTON QUINTANILLA		
Law Enforcement			
Los Angeles School Police:	KIM, GLEN		
Or			
LAPD/LA County Sheriff/			
Local Jurisdiction Agency*:	Officer Glen Kiim		
Charter School Principal/Designee:	THEIS, JACOB		

NOTE: The completed signature page should replace this document.

1. Introductory Material

1.2 Record of Changes

Change Number	Date of Change	Name	Summary of Change

1.3 Overview

National preparedness efforts, including planning, are informed by Presidential Policy Directive (PPD) 8, which was signed by the President in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

Prevention means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

Protection means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard and the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency and reducing the likelihood that threats and hazards will happen.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

Recovery planning begins at the preparedness phase of crisis response. The effectiveness of recovery efforts depends on pre-planning and developing partnerships with community agencies that can provide follow-up services as needed. Recovery entails planning for the structural, business/fiscal, academic, psychological, and physical needs of the school community. The goal of social-emotional recovery is to promote coping and resiliency for students, staff, and parents/guardians.

The ongoing recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in school. As the initial effects of a crisis subsides, it is important for the School Site Crisis Team to continue to assess the ongoing effects of the crisis and modify the plan accordingly.

There are short-term and long-term recovery activities to consider in the aftermath of a crisis situation. In the short-term (days to weeks), the school may focus on restoring regular school functions and routines as efficiently and promptly as possible. In the long-term (weeks to months), the school may focus on individuals who require more intensive services and on systemic changes to restore the school's safe and healthy learning environment.

Access BUL-5800 Crisis Preparedness, Response and Recovery for more information.

California law requires that schools develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process and that all school staff be trained on said plan. To assist schools in complying with these requirements, the LAUSD developed the Integrated Safe School Plan as a template for preparing emergency procedures for each LAUSD school. Emergency management teams and procedures outlined in this plan are consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to school emergencies.

1.4 Goals

As part of the planning process, each LAUSD school reviews school-specific data and identifies several goals for the school year. This year's Integrated Safe School Plan goals are:

People and Programs Goal #1: The PBIS/RP team will meet monthly starting in September 2025 to review data to better service the students.

People and Programs Goal #2: 64% or more of students will attend school at least 96% of the time or better during the 25-26 year.

12% of students or less will be "chronically" absent during the 25-26 school year, we will attempt to decrease this percentage.

Threat / Hazard: Earthquake

Threat / Hazard Goal: We will conduct earthquake drills on a regular basis as required by District policy..

Emergency Function: Drop Cover and Hold On

Emergency Goal: Students and staff will safely follow procedures for behavior during the Drop/Cover/old - Earthquake with 100% accuracy.

1.5 Plan Organization and Concept of Operations

The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is a critical resource to support schools with reaching such adequacy. In order to provide robust emergency and other safety protocols for schools, the District's Office of Emergency Management facilitates an annual, comprehensive review process of all ISSP components, including the online platform contents, in collaboration with over 20 District offices. Staff from these offices review and update the content of the plan, which is also informed by the CA. Education Code and District policy. As needed, new sections of the plan are introduced to ensure greater relevance and comprehensiveness. After all recommended updates are implemented and new programming components are tested, the revised template is provided through the online platform to schools. Each school then updates and creates their specific plan before the October 1 submission deadline every year.

This plan is organized into eight sections:

- Sections 1-2 give a plan overview and cover the mitigation and prevention activities that schools can implement before an emergency.
- Sections 3-4 focus on emergency preparedness, identify the school's emergency response teams, and define the roles and responsibilities of team members.
- Sections 5-6 present laws and other guidance for determining the nature and extent of an emergency, as well as a series of initial response actions to be taken in an emergency.
- Section 7 describes the detailed emergency response procedures that will be used for the many types of emergencies that may be encountered in a school setting.
- Section 8 provides a series of appendices of supplemental emergency information, including contact information and supply lists. Standard forms, site maps and other supporting information are also contained in the appendices.

2. Plan Development

2.1 School Site Council and School Safety Planning Committee

LAUSD recognizes that everyone, from the administration and staff to the parents and the community, has a role in helping schools create safe environments. The template for the Integrated Safe School Plan is reviewed and updated annually by the District with input from subject matter experts. For all schools receiving Title I funds, the School Site Council (SSC) shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school (CA E.C. § 32281) and its composition must comply with CA E.C. § 65000. For all schools not receiving Title I funds, the School Safety Planning Committee will develop the ISSP.

For all schools receiving Title I funds, the SSC may delegate this responsibility to the School Safety Planning Committee made up of members as outlined below (CA E.C. § 32281). This SSC delegation should take place yearly in the spring semester prior to the fall ISSP development. The school should retain the meeting minutes, agenda, and meeting sign-in and/or Zoom usage report indicating that this action was taken by the SSC in the spring semester. If the SSC delegates this responsibility or this school does not receive Title I funds, the School Safety Planning Committee is responsible for writing, implementing, monitoring, and evaluating the comprehensive, integrated plan based on the District template and unique to the school's safety needs. If the authority is not delegated to the School Safety Planning Committee, then the SSC shall develop the ISSP in the fall by October 1.

The School Safety Planning Committee, if the SSC delegates to this body or this school does not receive Title I funds, or the School Site Council should present the updated ISSP at a public meeting at the school site and include discussion and space on the agenda for the public to offer comments (CA E.C. § 32288). At schools receiving Title I funding, the School Safety Planning Committee, if the SSC delegates to this body, should also present the ISSP to the SSC by December. Approval from the SSC is not necessary since the ISSP is a pre-approved District template and the SSC delegated authority to the School Safety Planning Committee. The School Safety Planning Committee, or SSC if the committee does not exist, should notify, in writing, the following persons and entities, if available, of the public meeting to be held to review the updated ISSP: local officials; representative of the local school employee organization; representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs; representative of each teacher organization at the school site; representative of the student body government; and all persons who have indicated they want to be notified (CA E.C. § 32288). **Note that the District will fulfill the requirement on behalf of all schools of notifying the local mayor.**

The uploaded document should include a dated meeting agenda and supporting documents and communications. The District shares the school’s ISSP with local first responder agencies as

per CA E.C. § 32281 and the school should make every effort to engage local first responders in preparedness and other activities that enhance emergency response.

District employees must be aware of and comply with District, state, and federal safety policies.

Schools will complete **one** of the two below tables, SSC or School Safety Planning Committee, to identify the members who developed the ISSP.

School Site Council (SSC)- Only applies to schools receiving Title I funds and whose SSC did not delegate authority to the School Safety Planning Committee

Note: The composition of the SSC must comply with CA E.C. § 65000. If necessary, please add fields for School Site Council members based on the composition of your School Site Council for this year.

Title	Name
Principal/Designee*	BELL, TASHA
Non-teacher school personnel*	SANCHEZ, JAVIER
Non-teacher school personnel	RODRIGUEZ, YOLANDA
Teacher*	CORNETT, DAVID
Teacher*	MURA, MASAYA
Teacher*	ESRAELIAN, RONITA
Teacher	REYES, ALICIA
Parent (of an attending student) or Other School Community Member*	ELTON QUINTANILLA
Parent (of an attending student) or Other School Community Member (required for elementary)	SILVIA BONILLA
Parent (of an attending student) or Other School Community Member (required for elementary)	VILMA ROJAS
Parent (of an attending student) or Other School Community Member (required for elementary)	NORMA LOPEZ
Parent (of an attending student) or Other School Community Member	CHRISITINE WALKER

2. Plan Development

(required for elementary)	
Parent (of an attending student) or Other School Community Member	
Secondary only: Student (attending the school)	IVA SIKIRIC
Secondary only: Student (attending the school)	
Additional Member Position:	
Additional Member Position:	
Additional member Position:	
Charter School Principal/Designee	THEIS, JACOB

OR

School Safety Planning Committee Required Team Members
Date Action/Vote Was Taken by SSC to Delegate Authority (only applies to schools receiving Title I funds and whose SSC delegated authority to the School Safety Planning Committee):

Title	Name
Principal/Designee	BELL, TASHA
UTLA Chapter Chair	BARRETT, WILLIAM
Classified Representative	SANCHEZ, JAVIER
Student (secondary) Representative	IVA SIKIRIC
Parent (of an attending student) Representative	ELTON QUINTANILLA
Los Angeles School Police *-OR-*	KIM, GLEN
LAPD/LA County Sheriff/Local Jurisdictional	Officer Glen Kiim

2. Plan Development

Agency	
School Safety Planning Committee Chair	LOPEZ, OSCAR
Charter School Principal/Designee	THEIS, JACOB

School Safety Planning Committee Suggested Team Members

Title	Name
Teacher	BARRETT, WILLIAM
Dean	COX, CHRISTOPHER
Cafeteria Manager	TOMA, NADEN
Plant Manager	HIGUERA AVILA, ADRIANA
School Psychologist	LARA, CHRISTIAN
Counselor	LUCERO, DIANA
Title IX Designee	LOPEZ, OSCAR
Physical Education Teacher	TORRES, JONATHAN
Nurse	GOSS, CHISA
Health Education Teacher	BRENER, JOEL
PSW	CALAVAN LUZANO, LAUREN
Parent Center Director	RODRIGUEZ, YOLANDA
PSA	SCHWEBEL, SHAINDI
Athletic Coach	ROBERTSON, JAMES
Other	
Other	
Other	
Other	

2.2 Mitigation and Preparation

To effectively prepare for emergencies, a series of assessments are presented in this section regarding mitigation and preparation.

2.3 School Safety Planning Committee/School Site Council Checklist

The principal should ensure the following:

- ☐ If the School Site Council delegates to the School Safety Planning Committee, this committee is established and contains a broad representation of all stakeholder groups (students, parents, staff, and community).
- ☐ Schedule and publish the meeting dates for School Safety Planning Committee or the School Site Council.
- ☐ Send out a survey to staff to ascertain who has the training, skills, interest, and aptitude for each assignment in the Integrated Safe School Plan. Access lausd.org/ISSP and check the "Resources" section for the School Emergency Team Skills Survey.
- ☐ Assign staff to emergency roles in the Integrated Safe School Plan (ISSP) based on the results of the survey, recommendations from the School Safety Planning Committee or School Site Council if the SSC did not delegate ISSP authority, and consultation with the principal.
- ☐ If practical, the School Safety Planning Committee, or School Site Council if the SSC did not delegate ISSP authority, consults, cooperates and coordinates with other school site councils or school safety planning committees (CA E.C. § 32282).
- ☐ Prior to adoption, the revised ISSP is reviewed and discussed by the School Safety Planning Committee or School Site Council if the SSC did not delegate ISSP authority, and the administrative staff.
- ☐ A current copy of the ISSP (redacting sensitive information such as all school maps) is available for public review in the Main Office (CA E.C. § 32282). To maintain confidentiality and integrity of the ISSP, copies are not provided to the public or posted online. Additional copies are in the emergency bin and School Emergency Response Box (SERB). (See Subsection 3.17 Emergency Supplies and Equipment for some details regarding the SERB.)
- ☐ Staff members are made aware of how to access the Integrated Safe School Plan online (http://issp.lausd.net), their emergency roles in the plan, and how to print it.
- ☐ All employees are reminded of their role and responsibilities as disaster service workers. (See Section 5.)
- ☐ Verification of the ISSP public meeting is on file at the school, is uploaded into the online ISSP, and includes the meeting announcement, meeting agenda reflecting space for the public to offer comments, and sign-in sheet.
- ☐ The ISSP is evaluated and amended as needed by the School Safety Planning Committee, or School Site Council if the SSC did not delegate ISSP authority, no less than once a year to ensure that the comprehensive school safety plan is properly implemented [CA E.C. §

32282].

- [ ] Check all emergency supplies in the emergency bin, Health Office, classrooms, and School Emergency Response Box. Check for expired or obsolete supplies. Order replacement supplies from the LAUSD Stores Warehouse. Note that each year you will need to certify through the online Administrator Certification process (as described in the current version of MEM-6128.13 Administrator Certification Online System 2023-2024 for School Sites and Offices) that the school's emergency bin is stocked in adequate amounts, organized, in good working order, and within applicable expiration guidelines.
- [ ] Establish a Continuity of Service Plan (also known as a Continuity of Operations Plan). Which functions are essential? Which functions must be conducted on site? Who will replace critical staff if they are absent for a prolonged period of time? Make sure the replacement staff has keys and job descriptions for their new duties. For the school continuity plan template, see the Office of Emergency Management web site: Essential Functions for Continuity of Service at School.
- [ ] Check all school radios and contact the ITD Radio Unit at (323) 224-2411 with any functionality issues. Visit https://www.lausd.org/radiounit for additional radio information.
- [ ] Have faculty identify their neighboring classroom "buddy" to mutually check on during an evacuation. Create a list to make sure no one is omitted.
- [ ] Create/update the staff cell phone contact list and add it to the ISSP appendices.
- [ ] Check your school's emergency contact phone list of District offices and support personnel to make sure it is current and accurate, supplementing the Emergency Contacts appendix and the Additional Contacts data in Step 4 of the online ISSP.
- [ ] Schedule all emergency drills on the school's master calendar, checking the drill calendar at 2025-26 SY Emergency Drill Calendar.
- [ ] Ensure that the school's emergency response box contains current and accurate information.
- [ ] Review the school's emergency response procedures with clerical, custodial, and support staff. Make sure they are prepared, understand their roles and have the supplies they need.
- [ ] Review the school's emergency response procedures with Beyond the Bell, L.A.'s Best, Youth Services, and any other before or after-school staff. Make sure they are prepared and know how to respond to an emergency. Make sure they have access to any and all emergency supplies. Print copies of the ISSP and all contact lists for them.
- [ ] Direct staff to https://www.lausd.org/steps for online emergency training information. Administrators can also use the STEPS website to access online Emergency Management classes from Federal Emergency Management Agency (FEMA).
- [ ] Conduct a Vulnerability Assessment using the template provided on the Office of Emergency Management website. Take STEPS class 406, "Conducting a Vulnerability

Assessment," to learn more.

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2.4 Plant Inspections

Plant inspections are critical to ensuring that all schools are clean, secured, all paths of egress are open and well-lit and are essential to the safety and well-being of all students and employees of the Los Angeles Unified School District.

Plant Inspections

- ☐ Walk-through will be performed on a biannual basis by the principal and plant manager to identify any unsafe conditions.
- ☐ Emergency routes and paths of travel used to and from assembly areas shall be inspected for ADA compliance.
- ☐ Within a month of the start of the new school year, the School Safety Planning Committee will review the walk-through. A timeline for completion of necessary corrections will be reviewed and assessed monthly.
- ☐ HIGUERA AVILA, ADRIANA will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served. These hazards may include: improper chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails, screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard (See the Common Safety Violations in School Classrooms guide).
    - Damaged fencing.
    - Playground facilities and equipment hazards.
    - Non-functioning lighting fixtures and burnt-out bulbs.
    - Non-functioning heating and ventilation.

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2.5 Hazards in the Community – Vulnerability Assessment

An LAUSD Vulnerability Assessment for schools to self-evaluate hazards on and off-campus is available to schools on the Administrators Corner of the OEM website and is designed to be completed by the School Safety Planning Committee or School Site Council if the SSC did not delegate ISSP authority. Completing this assessment provides additional information that will help the committee create a robust and informed Integrated Safe School Plan.

School administration should be aware of potential environmental concerns in the community that can impact the school during an emergency. For example, knowing the location of a nearby facility that uses toxic chemicals will assist in planning evacuation routes. The LAUSD Office of Environmental Health and Safety (OEHS) periodically conducts surveys to identify potential environmental concerns near schools. Site Administrators can access school specific surveys here. Maps are currently being created to identify where the hazards are located in relation to the school campus. The maps will be uploaded as they are completed. To search for a school's survey, click the "Select a School" button below and type the school name in the search box or select the school from the drop-down list. Note potential environmental concerns near the campus, include:

- Facilities containing toxic chemicals or radioactive materials
- High voltage power lines and transformers
- Transportation routes of vehicles carrying hazardous materials (truck routes or railroad right–of–way)
- Underground gas or oil pipelines
    - Schools with pipelines may also be notified by the pipeline operator who can provide additional guidance and safety measures.
- Water towers or tanks
- Unique site-specific considerations

Site administrators can meet with an LASPD officer and walk the neighborhood to be familiar with potential hazards in the community that could impact the school. These findings can be recorded on Form A - Emergency Hazard Assessment Summary.

Site administrators should visit the CalEPA website and insert the address of their school to see a list of environmentally regulated sites and facilities near their campus. The website provides an overview of regulated activities of environmental programs in California. These activities include hazardous materials and waste, state, and federal cleanups, impacted ground and surface waters, and toxic materials. Site administrators should print out the map of their school community that shows the exact location of these facilities. These sites may also be listed on OEHS' potential environmental concerns survey under CalEPA Regulated Sites of Concern within 500 ft (see above).

The map should be retained with the Integrated Safe School Plan and be a reference during emergencies and evacuations.

Federal Emergency Management Agency (FEMA) offers a comprehensive, multiple-natural hazard-based, community-level risk index which is searchable by neighborhood. Coastal flooding, earthquake, hail, heat wave, landslide, lightning, strong wind, tsunami, and wildfire are among the 18 natural hazards included.

The database can be accessed here. This index takes into consideration the risk level of experiencing the natural hazards; population vulnerability based on factors such as, age, income and living conditions cross-referenced with available community resources such as, hospitals and fire stations; and historical data on natural disasters.

2.6 Preparation and Mitigation for Students with Disabilities

Additional information is available in the MyPLN STEPS courses 210 and 410.

Addressing Concerns: As per CA E. C. § 32282, after review by a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil, any concern about appropriate adaptations and a pupil's ability to access disaster safety procedures described in this plan should be directed to the school principal.

Procedures are outlined in Attachment A of REF-5511 Completing and Updating the Integrated Safe School Plan.

School staff members need to be aware of adaptations/accommodations for students with whom they work. Schools are required to establish adaptations/accommodations for students and employees with disabilities to ensure safety and implementation of any necessary documentation during any emergency (CA E. C. § 32282). In collaboration with appropriate staff, the School Safety Planning Committee or School Site Council, if the SSC did not delegate ISSP authority, should consider what additional steps and resources the school will use for students and adults with access and functional needs, disabilities, and other special needs. All emergency planning and preparation must consider the requirements of students with disabilities and other specific needs. Some students may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several, general groups:

- Mobility
- Visual
- Hearing
- Communication
- Cognitive
- Special Healthcare Needs
- Behavioral

The needs of students must be analyzed to accommodate student needs during emergencies, including procedures for emergency notification, evacuation, and sheltering.

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting these students. Staff will need to understand the capabilities and limitations of the population that they support during emergency situations. They should rehearse their role at every emergency drill so that they and the student they assist will have familiarity with the process. Participating in all emergency drills enables the students with disabilities and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

An administrator/designee shall be identified as the primary contact for ensuring adaptations for students and others on campus with disabilities are considered throughout the ongoing development of the plan. MUSCHAMP, MARION This administrator and an alternate comprise the Access and Functional Needs Position (see Section 3.6).

Identification of Students with Disabilities

The School Safety Planning Committee or the School Site Council, if the SSC did not delegate ISSP authority, and other stakeholders should compile a list of students with specific needs. The list should include students with temporary physical challenges as well as students with injuries or needs that may not qualify for special education services, but who will need additional assistance during or immediately after an emergency. Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

Information about students with disabilities who need adaptations or accommodations for disaster procedures can be gathered from many sources, including:

- School Nurse/Health Care Assistants
- Parents
- Teachers/Related Service Providers
- Paraprofessionals
- Special Education Personnel
- LRE Counselors
- Students
- 504 Plans
- 504 Designees
- Counselors
- Meeting Documents/Data [e.g., Student Success Progress Team (SSPT), Interim Behavior Response Plan (IBRP), Safety Plan]

The list of students with disabilities who need accommodations or adaptations for disaster procedures can be entered in the "Alerts" module (under the student's Record Navigator) of the Welligent system that stores LAUSD student medical condition information. Specific

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equipment and supplies needed to care for each student should be listed there as well. Periodically, the site administrator can print out an updated list. Details on using the “Alerts” module in Welligent are in the online MyPLN course STEPS.

The Administrator/Designee for Access and Functional Needs should ensure that all students who have specific emergency needs have been identified and that the list of these students and their needs are available in the School Emergency Response Box (see REF-5450 School Emergency Response Boxes). Before an emergency occurs, this list should be shared with the Operations Section Lead, who oversees the Search and Rescue Teams and the Triage Teams. Both teams need to know the names and adaptations/accommodations in place for these students, as it directly impacts the response actions of those teams. This information should be shared with the Logistics Section Lead to ensure that needed supplies are available (e.g., diapers, wheelchair, specialized equipment). The Logistics Section should also be aware of the approximate number of individuals with adaptations/accommodations for disaster procedures, in the event that they need to order resources (e.g., buses). The following items should be stored in the School Emergency Response Box in folders marked “Confidential”:

- Class schedules for students with disabilities who have adaptations/accommodations for disaster procedures, so that Search and Rescue Teams will know where to look for students.
- Emergency contact information for each identified student.
- Welligent (Student Face Sheet) printouts for students with disabilities who have adaptations/accommodations for disaster procedures who may require special or additional support from the Search and Rescue and Triage Teams.

The leaders of the Search and Rescue Teams, Triage Team, and the Logistics Team should know where to get copies of these items during an emergency so that their sections can adequately address the needs of students with specific emergency needs.

Emergency Notification for Students with Disabilities with Adaptations/Accommodations for Disaster Procedures

Administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conduct regular emergency drills that incorporate emergency notification systems, such as the fire alarm system and PA system, into all emergency drills to test the system and identify any non-functional elements. Drilling with the school’s emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with disabilities who have adaptations/accommodations for disaster procedure. Supplemental online alarm systems training courses STEPS 411 and 418 are offered through MyPLN.

The Administrator/Designee for Access and Functional Needs should ensure the following are in place:

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- All students are familiar with the sound of emergency alert systems, as well as the location of alarms and lights.
- All students, including students with communication challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age and ability, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.
- Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as a lockdown).

Administration should make sure that all alarm systems, PA systems, and telephone systems are functional as part of the regular campus inspection process. Back-up plans, such as a cell phone list, should note individuals with adaptations/accommodations for disaster procedures.

Evacuation Concerns for Students with Adaptations/Accommodations for Disaster Procedures

As part of their planning process, schools will need to consider how they will assist students who cannot evacuate the building on their own, including students who cannot walk down a flight of stairs. In almost all situations, students can be assisted with a special evacuation device or carried down by two to four adults on the Search and Rescue Team. All multiple-story schools have been trained on how to operate an Evac+ Chair and have at least one device on campus. If you need additional support, contact the Office of Emergency Management at oem@lausd.net. Rescue technique training is available online through MyPLN course STEPS 210.

On an ordinary school day, students with mobility issues attend classes on the upper floors of buildings and use the elevator to travel from one floor to another. If there is an emergency that includes a power failure or activation of the fire alarm system, the elevator will not function, and these students will need assistance getting to the ground floor. These students will also need assistance after an earthquake, as elevators should not be used. In addition, disaster debris or damage may be disorienting to others who normally use the stairs, such as students who are blind or have visual impairments. Relocating students from upstairs classrooms with significant evacuation challenges to the ground floor should be considered for student safety.

Teachers are to use the ‘buddy system’ during evacuation, so that one teacher can take two or more classes to the Assembly Area, while the second teacher or designated adult assists or waits with students who cannot evacuate on their own.

During an emergency, Search and Rescue Teams may need to rescue students who are trapped and cannot evacuate the building on their own accord. As they search buildings, the Search and Rescue Teams need to check for any students who cannot walk down a flight of stairs.

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in campus emergency drills. It will only be through practice that team members become familiar with the students and will be able to

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implement adaptations/accommodations for disaster procedures. Drills should also pose a variety of challenges to practice, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area. Information is available in the REF-5803 Emergency Procedures, Drills and Districtwide Exercises.

All students with disabilities who have adaptations/accommodations for disaster procedures must be identified and know:

- Their accessible evacuation routes (to the Assembly Area, as well as off-site)
- What route they will take for both building evacuation (to the On-Site Assembly Area) and Off-Site relocation
- For building evacuation to the On-Site Assembly Area, alternate routes can be established to ensure accessible, safe, and efficient evacuation for individuals with access and functional needs (Note that all students/staff should use the same route, which should be accessible to all, for off-site relocation.)
- Who will assist them during an emergency
- How they will be assisted/rescued during an emergency
- Where students should wait, only if necessary and if there is a designated location
- What equipment will be used (e.g., Rescue-Seat, Evac+ Chair)
- Where assistive evacuation equipment is kept

All staff members responsible for assisting students during evacuations should be familiar with the evacuation buddy system and applicable assistive rescue devices and techniques.

A critical part of daily campus inspections is making sure that all access to the Assembly Area is open. All doors and exits should be open and work the way they were designed. Paved surfaces should be free of any obstruction. Blockages that are easily maneuvered by many can become overwhelming impediments to people with mobility challenges. All routes should be inspected to make sure they will service everyone on campus. This is especially true around construction sites, holiday decorations, and inclement weather.

Any person using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area. This school’s specific plans for evacuation assistance includes:

STUDENTS ON THE 100'S SIDE WILL WALK BETWEEN THE BUILDINGS AND WALK TO THE BLACKTOP. THE STUDENTS/STAFF ON THE 200'S WILL WALK TOWARDS REGION WEST PARKING LOT AND WALK IN/OUT OF THE SCHOOL TO GO TO THE BLACKTOP.

Preparing to Shelter and Care for Students with Disabilities Who Have Adaptations/Accommodations for Disaster Procedures

Once students with disabilities with related accommodations have been evacuated from the building, schools should take steps to maintain their physical and emotional safety until they can be reunited with a custodial adult.

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Before an emergency, identify what specific supplies or materials are needed to provide ongoing care for students with healthcare needs. The greater the student's needs, the more supplies that may need to be stored for emergency use.

School staff can create a backpack "go kit" with the necessary supplies and tag it with the student's name. The backpack should contain all materials needed to support that student, as well as any documentation that may be needed by first responders or outside support agencies such as paramedics or hospitals. The bag can be stored in the classroom with the teacher or in the emergency bin if none of the supplies can be damaged by heat. Whenever the students evacuate the building, classroom employees must bring the backpacks with them. The school's specific plans for disaster assistance for students with specific needs includes:

WE HAVE ONE STUDENT ON A WHEEL CHAIR AND HE WILL HAVE ACCESS TO MANUVER TO THE BLACKTOP.

For more tips and information on supporting students with access and functional needs, access LAUSD Emergency Preparedness for Students with Disabilities Tips and Checklist.

2.7 Public Disaster Shelters

Public disaster shelters are managed by the American Red Cross (Red Cross), and all shelter operations are coordinated through the Office of Emergency Management (OEM) in adherence to pre-established agreements. Any requests from the Red Cross for shelters should be directed to OEM at 213-241-3889 or the LASPD Watch Command at 213-625-6631 prior to any agreement being made to use a school as a shelter. More information is available in BUL-6084 LAUSD Use of School Facilities in an Emergency or Disaster Situation.

2.8 Assessments

The school ensures that appropriate stakeholders participate in the annual self-assessment process.

Twelve self-assessments are completed online as part of Step 2 of the Integrated Safe School Plan process. They contain critical elements of safe and healthy school planning that must be completed for compliance with federal law, state law, and District policy and procedures. Results can be used to further facilitate the development of the school's ISSP and enhance overall health and safety at the school.

The most successful assessments are conducted by a broad array of individuals at a school, including support staff and first responders. Students and parents, including students and parents with disabilities, or access and functional needs, should be included to the maximum extent appropriate. These individuals will reflect on the school's practices, progress and challenges based on the prior year's data to complete the assessments.

2.8.1 Health and Nutrition

Health services are provided by a school nurse to meet the health needs of students consistent with applicable state and federal laws. The school ensures access to medications, special diets, treatments, and emergency care consistent with law and District policy.

Responding to an Individual Experiencing a Sudden Cardiac Arrest or a Similar Life-Threatening Medical Emergency While on School Grounds

Sudden Cardiac Arrest (SCA) is the sudden, unexpected loss of heart function, breathing, and consciousness. SCA usually results from an electrical disturbance in the heart that disrupts its pumping action, stopping blood flow to the rest of the body. SCA is a medical emergency. If not treated immediately, it causes sudden cardiac death. The treatment of SCA is an immediate shock to the heart using an Automated External Defibrillator (AED) that may stop the fatal rhythm and allo'w a normal heart rhythm to return, along with the performance of cardio-pulmonary resuscitation (CPR). And as with any other serious injury or illness where life-threatening situations are suspected:

- Phone 9-1-1
- Notify the school administrator, school nurse, and the parent/legal guardian

If there is an interest to take an American Heart Association CPR/AED and/or First Aid course to become certified, click on the link below for more information and registration.

Acquisition and Use of an Automated External Defibrillator (AED)

For more details, access BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs).

The CA Health and Safety Code § 1797.196 (c) states when an AED is placed in a public or private K-12 school, the principal shall ensure that the school administrators and staff annually receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of the AED. The principal shall also ensure that instructions, in no less than 14-point type, on how to use the AED are posted next to every AED. The principal shall, at least annually, notify school employees as to the location of all AED units on campus.

CA E.C. § 35179.6 (b) states commencing July 1, 2019, if a school district or charter school elect to offer any interscholastic athletic program, the school district or the charter school shall acquire at least one AED for each school within the school district or the charter school. The school district or the charter school is encouraged to ensure that the AED or AEDs are available for the purpose of rendering emergency care or treatment within a recommended three to five minutes of sudden cardiac arrest to pupils, spectators, and any other individuals in attendance at the athletic programs on campus activities or events and shall ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at these activities or events.

2. Plan Development

Responsibilities of the Administrator:

As described in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs).

- Ensure that all school staff annually receive information on the following:
  - The school's CPR/AED Emergency Response Site Plan and AEDs' Placement, (the device's physical location on campus or in administrative office); and that the Site Plans are completed each year by October 15 (Attachment A).
  - AED Program Tri-Fold Information Pamphlet (Attachment B).
- Ensure that the use instructions and appropriate signage are posted next to every AED. AED signage must be visible with clear instructions that are no less than 14-point type (Attachment C).

Ensure that the following occur:

- Perform equipment maintenance of AEDs' essential supplies batteries and electrode pads, including spare batteries and electrode pads; and first responder kits.
- Complete mandatory readiness check test on each AED assigned to the school or administrative office on the 1st through 10th of every month in District's Vendor platform.
- Monitor AED Wi-Fi connection status and check device expiration dates periodically.
- Report any irregularities, (i.e., chronic malfunction, damage or theft) to the Branch.

Action items above include but are not limited to the following:

a. Report AED maintenance checks on the District-approved online platform via online login (Attachment D) or QR Code Scan (Attachment E).
b. Reorder outdated or damaged AED equipment supplies, as necessary.
c. Allow school site employees the opportunity to obtain CPR/AED certification that complies with the regulations adopted by the California Emergency Medical Services
    a. Authority (EMSA) and standards of the American Heart Association (AHA) or the
    b. American Red Cross (ARC).
d. Designate volunteer emergency site responders as described in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs) and maintain responder training records on the cloud-based device management system (Attachment F) and CPR/AED Emergency Response Site Plan form (Attachment A).
e. Report the AED usage event on the cloud-based device management system and complete both the Incident Report in the Confidential Report of AED Incident Response form (Attachment I) and the Incident System Tracking Accountability Report (iSTAR). Additionally, comply with post-usage event processes from the District-approved vendor.
f. Comply with District-approved Vendor's platform AED post-usage event process; and execute the Branch's AED post-usage event instructions.

Requirements when administering CPR and the use of an AED:

1. Call 911.
2. Call parent/guardian/emergency contacts.
3. Ensure that the individual who received CPR and the application of the AED is transported in an emergency vehicle to a hospital for further treatment and observation.

Administration of Naloxone (Narcan)/Protocol for Opioid Overdose Treatment

CA E.C. § 49414.3 authorizes school districts to:

- Provide emergency naloxone or another opioid antagonist to school nurses or trained personnel who have volunteered.
- Use naloxone or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose.
- Designate one or more volunteers to receive initial and annual refresher training, based on standards regarding the storage and emergency use of naloxone or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon.

Based on this authorization, LAUSD nurses and other designated personnel will have access to and training in the use of naloxone (Narcan). At this time, LAUSD provides staff training through MyPLN with completion certificates filed within each employee's personnel file. Further supplemental training is also conducted by a credentialed school nurse.

Responsibilities of the Administrator:

- Review the information contained in BUL-133120 Administration of Naloxone (Narcan) Nasal Spray.
- Discuss the naloxone nasal spray and reporting policy with employees, and parents/guardians.
- Ensure that school nurses, designated staff, school police (LASPD), local police, and other emergency responders (fire department or LAFD or 911-deployed responders), can access naloxone supply when needed.
- Maintain an annually updated Naloxone (Narcan) Emergency Response Site Plan on the premises where the naloxone nasal spray is stored. This plan shall be accessible to Emergency Personnel, such as school nurses, designated staff, school police (LASPD), local police and other emergency responders (fire department or, 911-deployed responders).
- Ensure confidentiality of all naloxone nasal spray uses and its reports.
- Report all instances of naloxone nasal spray usage by completing an iSTAR.
- Treat the report of naloxone administration as a confidential report for use by LAUSD attorneys and the Office of Risk Management. No copies of the report shall be furnished to anyone including employees, students, or parents without permission from the Office of the General Counsel.

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- Ensure proper procedures correlating to the storage, restocking, and emergency use of naloxone nasal spray as an opioid antagonist are being followed.
- Coordinate with designated staff to keep the naloxone and monthly checklists stored in a secure location.
- All schools must maintain records for seven (7) years.

Requirements when Administering naloxone (Narcan):

1. Call 911.
2. Call parent/guardian/emergency contacts.
3. Ensure that the individual who received naloxone is transported in an emergency vehicle to a hospital for further treatment and observation.

Access to and Administration of Epinephrine

For more details including the administration of epinephrine, please access BUL-114500 Administration of Epinephrine Auto-Injectors.

The CA E.C. § 49414 requires school districts to provide emergency epinephrine auto-injectors to school nurses, or trained personnel who have volunteered, to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. The intent is to protect not only persons with previously diagnosed allergies, but also persons who do not know they are allergic and who therefore may not have been prescribed epinephrine. In addition, Section 49414 requires a school district, county office of education, or charter school to annually distribute a notice and description of volunteer training.

In the event of a major disaster which requires evacuation, it is recommended that the emergency epinephrine auto-injectors be transported to the First Aid Station and turned over to the designated lead of the First Aid Station.

Food Services

School menus, Café-LA programs, and other pertinent food services and nutritional information can be found on the Food Services Division website at https://lausd.org/cafela.

Under California's Universal Meals Program, every school must serve breakfast and lunch daily without exception, including minimum and shortened days. 20-minute meal period for students to access and consume their meals is a state, federal, and School Board requirement. Schools that have an after-school program offer healthy snacks or supper meals provided by the Food Services Division.

For more information, access Board Resolution "Improving Food and Nutrition Policy," December 11, 2012.

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2.8.2 Positive Safe School Environment

2.8.2.1 Reporting and Notifications

Suspected Child Abuse and Neglect Reporting Requirements

Administrator Responsibilities:

- Review child abuse reporting policies with all employees twice a year (e.g., beginning of each semester), and assist or designate another administrator to assist employees seeking assistance in meeting their mandated child abuse reporting responsibilities.
- An employee who successfully completes the Child Abuse Awareness Training (CAAT) training will have certified the Employee Acknowledgement, and the supervisor may maintain a file of CAAT training completion certificates but is not required to do so. Additionally, while not mandatory, an administrator may request that employees under their supervision annually sign the Employee Acknowledgement of Suspected Child Abuse Reporting District Policy and Legal Requirements in the BUL-1347 Child Abuse and Neglect Reporting Requirements.
- Ensure all employees are auto enrolled and have completed the annual fall online CAAT and passed the assessment by the September due date of each school year.

Employee Responsibilities:

- Review and pass the online CAAT.
- An employee suspecting child abuse or neglect must file a Suspected Child Abuse Report (SCAR):

  A. If the employee has an emergent (urgent) SCAR to make (e.g., immediate risk of abuse, neglect, or exploitation or that the child is in imminent danger of harm or death), the employee must: (1) telephone report immediately or as soon as practically possible to a child protective agency; and (2) file a written report with the same agency within 36 hours of receiving the incident information.

  B. If the employee has a non-emergent (urgent) SCAR to make (e.g., non-life threatening and non-emergency), the employee has an option to report to the Department of Children and Family Services (DCFS) by immediately or as soon as practically possible using the one-step online Child Abuse Reporting Electronic System (CARES) offered by the DCFS: https://reportchildabusela.org.
- The employee reporting suspected child abuse should not attempt to verify the suspicion or prove that abuse or neglect has occurred.
- Investigation (questioning witnesses, obtaining written statements), notification (family, alleged perpetrator), counseling, and family intervention are the responsibilities of the child protective agency.

The employee must know the requirements to report known or suspected instances of child abuse and neglect and comply with such requirements. The employee must view the CAAT

training, pass the CAAT assessment, and get their-training completion certificate. Summary guidelines for Child Abuse and Neglect Reporting:

- Reportable victims include persons under the age of 18.
- Child abuse includes physical abuse, sexual abuse, neglect, willful cruelty, unjustifiable punishment, life endangerment, mental suffering, and emotional abuse.
- If a District employee reasonably suspects child abuse or neglect, a report must be made immediately or as soon as practically possible and should not be delayed until the end of the school day. School procedures may not require the reporter to disclose their identity to school personnel prior to or after making a report.
- A child abuse report should only be made to one child protective agency (e.g., DFCS, law enforcement agency). School Police is not a child protective agency, and reports made to School Police are not a means of complying with the law.
- Child abuse reports are confidential.
- The law enforcement officer or DCFS social worker, who are Child Protective Services Agency representatives for this purpose, who receive a report of suspected child abuse or neglect determine the course of action and have specific legal authority and responsibilities. The official may interview school personnel as part of the investigation and may take the alleged child victim into protective custody.
- Any person mandated by the California Penal Code who fails to report any instance of child abuse, which they know or reasonably suspect to exist, may incur criminal, civil, and/or professional liability.
- No employee mandated under the provisions of the California Penal Code shall be civilly or criminally liable for reporting suspected child abuse or neglect in good faith.

Note: See BUL-2449.0 for reporting procedures for suspected abuse or neglect involving potential victims who are 18 years of age or older and who are dependent upon others for care.

Incident Reporting

Responsibilities of the Administrator:

- Inform all staff of the reporting/notification process.
- Identify and manage the users who have access to the online iSTAR system.
- Report all incidents using the iSTAR System. Reports should be timely and thorough.
- Follow incident reporting procedures in BUL-5269 Incident System Tracking Accountability Report (iSTAR).
- Report incidents also to Region Operations for appropriate follow-up.
- Regularly review incident reports for trends, particularly those incidents involving crimes, to identify and implement prevention strategies.

Incident Reporting Guidelines:

An iSTAR is to be completed when there is an interruption to the operational and/ or instructional activities, such as but not limited to the following types of incidents:

- Any threat, including explosive device and terrorist threats, to the school, individual student, or staff.
- Student or staff member injured or missing.
- An assault or battery on a staff member.
- Serious infraction by a staff member.
- Any event involving police or fire departments.
- Life-threatening incidents and safety hazards.
- Serious campus disturbances (major fight, demonstration).
- Natural disaster.
- Evacuations, lockdowns, shelter in place actions.
- Utility outage.
- Construction problem preventing access.
- Unplanned media or social media coverage.
- Harassment/discrimination.

The Los Angeles Schools Anonymous Reporting (LASAR)

The Los Angeles Schools Anonymous Reporting (LASAR) mobile app is designed to report non-emergency incidents anonymously. It is available for free download in the Apple and Android app Stores. School community members may report school related incidents involving:

- Threats of planned school attacks/violence
- Drugs
- Mental health crisis/self-harm
- School/Safety threat
- Weapons/Dangerous objects
- Property damage/vandalism
- Suspicious/criminal activity
- Human Trafficking

LASAR is operated by the Los Angeles School Police Department. It is an App for students, parents/legal guardians, and the public to report non-emergency incidents or crimes that may impact school safety. Emergencies or safety concerns that are actively occurring, should be reported to 911 or the Los Angeles School Police Communications Center at (213) 625-6631.

Emergency Alert Mobile App

Designed for District staff to notify LASPD and the site administrator, in real-time, in the event of an active assailant situation on school premises. The app is designed to work only within LA Unified school and office locations and automatically identifies the school/office location when

the emergency alert is triggered. This app is available for free download in the Apple and Android App Stores.

Notification in Parent-Student Handbook

Responsibilities of the Administrator:

- Discuss the contents of the *Parent-Student Handbook* with all staff members.
- Require that each parent/student return a signed receipt indicating that they have received and read the *Parent-Student Handbook*.
- Implement a school-site system for collecting and maintaining a signed return receipt from each parent/student.

2.8.2.2 Campus Security

Student and Employee Security

Suggested options for perimeter gate access during a Rapid Relocation, as well as Rapid Relocation procedures, are provided in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Also, see Section 6.8 Rapid Relocation of this plan.

Responsibilities of the Administrator:

- Assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted at the school, at an activity sponsored by the school, or on a school bus serving the school. This response includes immediately notifying School Police at (213) 625-6631 or the local law enforcement agency.
- Review the information contained in BUL-5721 Student and Employee Security, with the students and staff at the school.
- Assign custodial personnel to check the campus for loiterers and trespassers, especially restroom areas, when opening and closing the building and grounds.
- Call School Police at (213) 625-6631 when assistance is needed on or adjacent to the campus.
- Develop classroom-to-office emergency communication plans in the event that regular means of communication are unavailable.
- Support the implementation of a neighborhood school-watch program. Request residents to report any unusual activities on campus to the principal during regular business hours and to School Police or the local law enforcement agency during nights, weekends, and holidays.
- Develop strategies to control rumors concerning school or community incidents.
- Support the organization, under the supervision of appropriate school personnel, of a team of volunteer parents, other community residents, and staff members to patrol the campus and the perimeter.

- Enforce dress code that prohibits the wearing of gang apparel or the use of gang-related symbols.
- Consult with School Police, local law enforcement and the School Safety Planning Committee to review crime data for the area surrounding your school. Assess the current status of crime committed on school campuses, at school-related functions, and in the neighborhood surrounding your school (CA E. C. § 32282). A website that maps crime data by address, such as http://www.crimemapping.com, is a very useful tool. The following information can also be reviewed: office referrals, attendance rates/School Attendance Review Board data, suspension/expulsion data, California Healthy Kids Survey, School Plan for Student Achievement, School Experience Survey, local law enforcement juvenile crime data and property damage data.

Responsibilities of Staff:

- Report to the Main Office or other designated office prior to proceeding to assigned classrooms or work areas.
- Lock classroom doors when working alone before or after school hours.
- Establish and maintain a 'buddy system' when working in isolated areas or traveling to and from parking areas at the start and close of school.
- Exercise stringent control of assigned school keys and secure all personal valuables.
- Report any person loitering in or adjacent to parking areas, etc., or sitting in a parked car.
- Instruct students to avoid strangers and provide strategies for avoiding contact with strangers. Utilize the following resources as appropriate: LAUSD crime prevention programs, drug resistance programs, child abuse, and traffic safety bulletins.

Campus Supervision

Responsibilities of the Administrator:

- Maintain a current supervision plan and schedules for supervision staff.
- Provide training regarding campus safety and campus supervision and schedule meetings for campus supervision updates.
- Inform all staff, students, and parents of the campus supervision plan.
- Have custodial personnel check the campus for loiterers and/or trespassers, especially restroom areas when opening and closing the buildings and grounds.
- Review and post at all utilized entrances appropriate signs regarding weapons, visitors, trespassing, loitering, etc.
- Monitor or prohibit student access to cars during school hours.
- Review with campus supervision personnel procedures related to the proper use, maintenance, and security of issued hand-held and base radios. See "REF-6343 School-Based Radio System," or call the Radio Unit at (323) 224-2456.

- See that the school adheres to the District policy on closed campuses. All exit gates, except the main gate, will be locked after the start of school. Student exit gates will be unlocked prior to dismissal time.

Locked Campus Policy

Responsibilities of the Administrator:

- Assign a school staff member, volunteer parent, or similar, to monitor the main entrance during the school day and assist visitors with signing in and reporting to the Main Office upon entry.
- Assign available school staff to monitor the campus perimeter, known trouble spots, and all building and gate entrances during the school day.
- Inform all students and parents/guardians that schools are closed campuses and that students are not allowed to leave the campus during the school day without the permission of the principal and the parent/guardian.

Visitors to School Campuses

Responsibilities of the Administrator:

- Schools must develop and post a visitor's policy. The policy must not set arbitrary time limits regarding frequency and duration of visits and must be distributed to parents and staff annually.
- Inform parents in advance of the procedures for visiting the school.
- Have all visitors report to the Main Office upon arrival. Visitors must wear a visitor pass and return the pass upon departure.
- Conduct a review to ensure that the appropriate and approved signs are posted regarding visitors, trespassing, loitering, and other requirements at all utilized entrances. Report persons loitering or trespassing on or adjacent to the campus to LASPD.

Administrators have the authority under the California Penal Code, Los Angeles Municipal Code, and the Education Code to report to the appropriate police agency visitors who fail to adhere to the posted "Visitor's Policy."

Responsibilities of the Parents/Visitors:

- All campus visitors must have the consent and approval of the principal/designee within a reasonable period of time after making a request to visit the school.
- Parents have the right to observe in the classroom in which their child is enrolled within a reasonable period of time after making a request.
- Visitors are not to converse with the students, teacher, or instructional aides during the visitation.

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- Visitors are to keep the frequency of classroom observations reasonable (to be determined by the activity being observed).
- Parents do not have the right to willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or cause substantial disorder in a place where a school employee is required to perform his or her duties.

School Police/Local Law Enforcement

Responsibilities of the Administrator:

- Meet with a School Police Officer or Area Sergeant to share and discuss information related to campus activity and the site's security operations and service needs.
- Review with staff the appropriate notification and protocol for reporting campus crime and incidents.
- Review with staff, on an ongoing basis, procedures related to the proper use and security of issued hand-held and base radios, with the assistance of LASPD, as necessary.
- Alert appropriate law enforcement agencies near school campuses and the respective Region about incidents and events that may have repercussions at other locations.
- Provide to staff safety bulletins and available information regarding incidents or situations that might impact personal safety or the school's education environment.
- Solicit community support to assist with student safety to and from school.
- Provide appropriate law enforcement telephone numbers to area residents and businesses and solicit their support in reporting unusual activities on and around the campus to School Police and the local law enforcement agency during nights, weekends, and holidays.
- If a local law enforcement agency notifies a site administrator with a request to disseminate information pertaining to a sex offender, contact the School Police Watch Commander at (213) 625- 6631 and advise them of the material received. LASPD will serve as the District's liaison with the agency to determine the expectations for the information, distribution, and the scope of the disclosure.

Procedures When Calling for Service from Law Enforcement Agencies:

- Identify yourself and your location. Give callback numbers (office or cell) where you can be reached most easily.
- Summarize the nature of the problem or incident.
- Give the location of the problem incident.
- Request medical assistance, if needed (if not already requested through 911).
- Describe the person or suspect involved: Provide a physical description (gender, ethnicity, age, height, weight, hair color and style, color of eyes, and clothing worn) and

other known information (i.e., student, staff member, nonstudent, parent, other known or suspected gang affiliation, etc.).

- Describe weapon involved, if any: Type, location (on person, in vehicle, etc.), and manner used (actual use, threat, etc.).
- Describe method of transportation used by person or suspect involved and last known direction of travel. Indicate motor vehicle, motorcycle, bicycle, bus, skateboard, skates, etc., (if motor vehicle, give color, year, make, model, and license plate number) and any other information (i.e., number of passengers in the vehicle).
- Advise School Police if another law enforcement agency has also been contacted.

Responsibilities of the Los Angeles School Police Department (LASPD)

As peace officers, School Police Officers are expected to take appropriate steps to discourage potential law violations and head off potentially threatening situation. Their primary responsibility is to “keep the peace” by protecting students and staff from physical assault and school property from theft and destruction. LASPD officers will be available to support school-site administrators, students, staff, community members, and local agencies to create a safe and secure school learning environment. LASPD will also provide support through the Youth Diversion program to address safety issues and criminal conduct. Safe Passages and other specialized units will work to support LASPD officers assigned to support schools to ensure safety around the campus, enforcing all applicable laws fairly and impartially, and maintaining presence in safe passages areas. Minor violations will be addressed with the “spirit of the law” posture rather than a “letter of the law” posture in enforcement efforts.

School Police Officers will:

- Respond to the school for the protection of pupils and District personnel, the security of District property, and the prevention of theft and malicious mischief to cars and other personal property of school personnel on campus.
- Develop and maintain a positive, professional, and ongoing working relationship with the school-site administrators, students, staff, school community members, and outside local and law enforcement agencies, to address and problem-solve crime and safety issues and to meet the school’s safety objectives and goals as established.
- Follow all procedures consistent with the District-established policies and School Police directives.
- Act in an advisory capacity regarding the need to involve local law enforcement agencies.
- Assist with preparing, evaluating, and updating the Integrated Safe School Plan.
- Serve as a member of the school’s Crisis Team and School Threat Management Team.

Responsibilities of Law Enforcement (School Police/Local Agencies):

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- In instances where law enforcement statutory requirements apply, the appropriate legal decisions are made by the police officer. While in most cases the situations will be obvious, in other less obvious instances, the legal decision will be made by the involved police officer, consistent with current Police Department and District directives and policies and in consultation with an LASPD supervisor.
- A lockdown of the campus is called by either a law enforcement agency or a site administrator to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school. The site administrator terminates the lockdown after consulting with law enforcement.
- Properly identified law enforcement officer are allowed to interview a student “in the presence of the principal or a teacher.”
- Properly identified law enforcement officers may remove a student from a school. Responsibility for parent notification of a student’s removal by law enforcement personnel rests with the school administration. The involved officer is also obligated to make parent notification.
- The difficult task of delivering death notifications to next of kin is the responsibility of law enforcement personnel or the Los Angeles County Coroner’s Office personnel, who have been provided with the training and resources necessary to carry out such notifications. If a death has occurred on campus and a member of the victim’s family arrives at the school prior to being notified of the death by law enforcement, the family member should be escorted to a private comfortable setting until law enforcement personnel arrive. If a member of the victim’s family calls the school prior to notification by law enforcement, they should be asked to come to the school.

Role of Law Enforcement Personnel When a School Becomes a Crime Scene:

- Law Enforcement personnel will establish a crime scene at any time when it is necessary to preserve evidence of a crime, or an investigation of a crime is in progress, including but not limited to: murder, suicide, death due to suspicious circumstances, or for other serious crimes involving students, staff, or others (crimes that include, but not limited to, vandalism, burglary, or arson). Only authorized law enforcement and fire department personnel are allowed inside the designated crime-scene area.
- The first police officer to arrive on scene will have specific duties to perform to ensure the protection of the crime scene and to assure that the crime is investigated properly. Despite the sometimes-chaotic nature that characterizes many crime scenes, the police must be permitted to do their job according to established procedures.
- A police supervisor or police officer will serve as the liaison with the school’s administration.
- The law enforcement officer in charge will determine if and when crisis team members or other support personnel from outside the school can enter the campus to begin their intervention assessments and follow-up activities.

- Once potential witnesses have been identified, it is essential to keep witnesses separate to maintain and preserve the integrity, clarity, and objectivity of each person's account. Therefore, school administrators may be asked to provide multiple locations on campus to isolate witnesses for questioning by law enforcement personnel.

2.8.2.3 Violence Prevention and Interpersonal Relations

Cybersecurity

- As the largest K-12 computing network in the United States, users of the LAUSD computing environment have a responsibility to do all they can to protect themselves, their accounts, the systems they use, and the secure data they deal with.
- Many District employees have regular access to sensitive information, which is protected with multiple layers of security. Employees are the first of these layers to protect District data, but they are also the most vulnerable. Most data breaches start with an attacker exploiting the human nature of employees in various social contexts to gain access to sensitive information. Employees may not realize they are a target and may be unsure how to prevent, identify, or report cybersecurity threats. It is critical to follow all District cybersecurity measures including those referenced in this section.
- The District has implemented an Information Security Training and Awareness (ISTA) program with the purpose of achieving the following strategic goals:

    1. Improve the District's resilience to cybersecurity threats.
    2. Establish a strong security-minded culture and integrate it into day-to-day District operations and decision-making.
    3. Improve compliance with external regulatory and contractual requirements that require mandatory training and awareness (e.g. HIPAA).
    4. Minimize the frequency and impact of security incidents.
- All employees must complete the online annual IT Cyber Security Awareness Training.
- To report a concern about a potential data breach or compromised machine or account to IT Security, employees should call the ITD Helpdesk at (213) 241-5200 or send an email to information.security@lausd.net.

All employees are encouraged to follow Cyber Safety tips on the ITS website: https://www.lausd.org/cybersafety. Additional details regarding the responsible use policy are also available at this site.

Digital Citizenship

Responsibilities of the Administrator:

- Provide staff with professional learning opportunities offered by the Instructional Technology Initiative within the Division of Instruction to deepen digital citizenship knowledge and practices: https://www.lausd.org/digcit

- Review with staff the following bulletins to understand the implications of digital engagement in creating a safe school environment:
  - BUL-999 Responsible Use Policy for District Computer and Network System
  - BUL-6399 Social Media Policy for Students
  - BUL-5688 Social Media Policy for Employees and Associated Persons
  - Parent/Guardian Publicity Authorization and Release Forms

- Provide parent workshop sessions regarding digital citizenship practices of proactive engagement, safety, and security online: https://www.lausd.org/Page/16676
- Ensure that staff integrate digital citizenship instruction across content areas, leveraging District-adopted digital citizenship curriculum: https://www.lausd.org/Page/16689
- Establish a digital presence with purpose in alignment with District policies to maintain open communication with school community and model promising practices.

Code of Conduct with Students

- Provide a copy of the "Code of Conduct with Students" to each employee and any individual working with students on an annual basis at the beginning of each school year or when the employee reports to the site/work location if the school year has already begun.
- Post the "Code of Conduct with Students" in staff lounges and other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.
- Include the "Code of Conduct with Students" in the location's employee handbook, school's Safe School Plan, and in the substitute folder that is provided to substitute teachers who report to school sites.
- Remind employees/individuals to be mindful of the fine line drawn between being sensitive to and supportive of students' needs and a possible or perceived breach of responsible, ethical behavior.
- Encourage employees/individuals to use good judgment and caution them to avoid the situations indicated in the document.
- Reaffirm with employees and individuals of the duty to protect students and provide a safe and secure learning environment.

Sexual Grooming, Abuse, and Misconduct with Students

- Grooming is the deliberate process by which offenders gradually initiate and maintain sexual relationships with victims in secrecy.
- Over 90% of offenders are a family member or another adult in the victim's circle of trust, including those who work in schools, and who normally and regularly interact with the victim.
- Offenders in schools may be popular with students, admired by colleagues, recognized as valuable members of the school community, and appreciated by parents.

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- The grooming process begins with the offender establishing a bond with their victim by behaviors such as spending time together, sharing secrets, providing gifts, and giving them special attention. Some behaviors may appear to be normal interaction between an adult and a student.
- Grooming that results in sexual conduct with a victim (e.g., sexual abuse, exploitation, and child pornography) is a crime and must be investigated by law enforcement.
- The "Code of Conduct with Students" serves as the District's policy for appropriate and professional interaction with students of all ages. Administrators must take prompt action to address any behavior that violates the Code of Conduct even when not deemed a crime by law enforcement.
- Students can also be suspected of abusing other students.

Administrator Responsibilities:

- Understand and recognize potential grooming behaviors.
- Present sexual grooming awareness training to employees.
- Complete the Administrator Certification page by the designated due date.
- Respond to reports of potential grooming of a student by an employee, a school-related adult, or another student.
- Contact Region Operations immediately after reporting suspected abuse to law enforcement in cases where the accused perpetrator is a District employee, a school-related adult, volunteer, or another student.

Employee Responsibilities:

- Report suspected child abuse as outlined in BUL-1347 Child Abuse and Neglect Reporting Requirements.
- For students over 18 years of age who are considered dependent adults, report suspected dependent/elder adult abuse as outlined in BUL-2449 Dependent/Elder Adult Abuse and Neglect Reporting Requirements.
- Mandated reporters must report suspected child abuse to a child protective agency. If the suspected perpetrator of the abuse of a student is a District employee, school-related adult, volunteer, or student, the mandated reporter is strongly encouraged to make the mandated child abuse report to local law enforcement (as opposed to DCFS). LASPD is not a child protective agency.
- Notify a Site Administrator of the misconduct immediately after making the child abuse report when a District employee, school-related adult, volunteer, or another student is suspected of abusing a student.
- Students can also be suspected of abusing other students. Mandated reporters must follow the same suspected child abuse reporting procedures.

Administrative Searches

School officials have the right to conduct searches of students under limited circumstances.

If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the search will turn up evidence that the student has committed a crime, is about to commit a crime, or has violated applicable laws, regulations, or school rules, the administrator may conduct a search of that student.

The administrator must:

- Be able to articulate the reason for the suspicion and the facts and/or circumstances surrounding a specific incident;
- Be able to reasonably connect the student to a specific incident, crime, rule, or statute violation;
- Have recent, credible information from personal knowledge and/or other witnesses;
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age, gender, and the nature of the offense.

When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct;
- Jackets, purses, pockets, backpacks, bags, and containers in the student's possession may be searched to the extent reasonably necessary;
- Under no circumstances may a body or strip search be conducted;
- Whenever possible school officials of the same gender as the student being searched may conduct the search;
- Searches based on reasonable suspicion should be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness);
- A student search should be conducted with more than one staff member present.

For more information, please see BUL-162111.

Gun Violence Prevention

Responsibilities of the Administrator:

- Distribute to families annually the Parent Legal Duties to Safely Store Firearms letter in the LAUSD Student/Parent Handbook, as required per CA E.C. § 49392 and Board Resolution 046-18/19 "Protecting Our Children from Preventable Gun Violence," June 18, 2019.
- Make gun violence prevention resources available to your parent/guardian community.

Safe School Collaborative

Responsibilities of the Administrator:

- Identify key community stakeholders in relation to safety, including but not limited to: law enforcement, probation, city attorney's office, city, and county human relations.
- Identify key LAUSD central and Region personnel to provide consultation and support, such as: Region Operations, Organization Facilitators, Human Relations, Crisis Counseling, etc.
- Identify a multidisciplinary school safety team composed of members such as, administrators, parents, teachers, school police officers, health, and mental health professionals (i.e., PSW, PSAC, School Psychologist, or School Counselor), after-school staff, etc.
- Identify a designated chair to convene the meetings, establish a needs assessment for the school and community related to safety concerns, identify goals and objectives, and assign roles and responsibilities.
- Work towards the development of safe passage to and from school for students.

Gang Risk Intervention

Key Elements:

- Become familiar with gang groups, related activities, graffiti, apparel, etc.
- Provide staff development regarding gang prevention and intervention strategies.
- Provide parent in-service training regarding gang membership and activities.
- Consult with Region Operations on the development of a forum for discussion that brings together influential students ("natural leaders") who represent all segments of the student population, including selected gang members.
- Collect information from law enforcement, probation, community-based organizations, and others to understand the scope of the school/community gang problem.
- Contact law enforcement agencies, gang experts, and formal/informal counselors to obtain strategies and related information. Probation officers can assist with students who are on probation.

Bullying & Hazing Policy

CA E. C. § 48900 (r) defines bullying as:

- "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

- Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
- Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school. For additional guidance, including investigative steps, access BUL-5212 Bullying and Hazing Policy (Student-to-Student).

Responsibilities of the Administrator:

- Ensure that bullying and cyberbullying training are available to employees who have regular interaction with students.
- Investigate allegations of bullying thoroughly and maintain confidentiality throughout the investigation.
- Respond to allegations whether the involved parties are students or employees. (For incidents between employees, refer to the BUL-5798 Workplace Violence, Bullying and Threats [Adult-to-Adult].)
- Take appropriate actions to resolve the situation.
- Document the investigation, interventions, and resolution.

Responsibilities of Staff and Student Rights:

- Schools must discuss relevant aspects of the Bullying & Hazing Policy with their students.
- Personnel are responsible for taking corrective action to prevent bullying in school, at school events, and to and from school.
- Any person has the right to report an allegation of bullying without reprisal or retaliation.

Hate-Motivated Incidents

For more details, access BUL-2047 Hate-Motivated Incidents and Crimes - Response and Reporting.

Responsibilities of the Administrator:

- Respond quickly to reported incidents, whether the victims are students, staff, or community members, and take action to stop the conduct, prevent recurrence and eliminate effects on the environment.
- Ensure the physical safety of the target and other affected parties by offering assistance, as appropriate.
- Investigate the incident, provide interim safety/emotional support measures, and take appropriate disciplinary action. If necessary, involve law enforcement and preserve evidence.

- Report the hate-motivated incident/hate crime to School Police and implement educational programs and activities that foster human relations skills and combat behaviors of name-calling, harassment, discrimination, hate, and bigotry.
- Review with employees and students and post nondiscrimination notices in all schools/offices, including staff lounges, student government meeting rooms, the main administration building, or other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.

Sexual Harassment Prevention Policy

Key Elements:

- All allegations of sexual harassment are to be treated seriously and responded to in manner that respects the privacy and dignity of all parties involved.
- All reported incidents of sexual harassment should be investigated and addressed to prevent recurrence, consistent with applicable federal and state laws. Depending on the nature of the conduct, complaints may be investigated under Title IX (34 C.F.R. Part 106), the Uniform Complaint Procedures (UCP), or resolved through an informal resolution process.
- Several attachments in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment) may be used to document the complaint, provide required notices, ensure parties are afforded all applicable rights, and support appropriate decision-making under the correct grievance process.
- The Sexual Harassment Prevention poster must be reviewed with students and employees and posted in all schools and offices, including staff lounges, student government meeting rooms, administrative buildings, each student restroom and locker room, and other locations where rules, policies, and expectations are displayed.
- Supportive measures must be offered equitably to both parties, regardless of whether a formal complaint is filed, and parties must be informed of any remedial or corrective actions taken following the resolution of the complaint.
- Sexual harassment complaints are often sensitive and complex; appropriate steps must be taken to ensure a prompt, thorough, and impartial investigation.
- For detailed procedures related to Title IX, UCP, or informal resolution processes, consult BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment.

For procedures regarding employee-to-employee complaints of sexual harassment refer to District BUL-6612 Non-Discrimination And Anti-Harassment (Including Sexual Harassment) Policy and Complaint Procedure

Title IX and California Gender Equity Protections

Key Elements:

- Students are entitled to equal access and participation in all school programs and activities, including academic courses, extracurricular opportunities, clubs, and recognition programs, without discrimination based on sex (federal Title IX) or gender, gender identity, gender expression, sexual orientation, pregnancy or related conditions (California Education Code §§ 200, 220, 221.5).
- No student may be excluded from enrollment in a course or program, or otherwise treated unfavorably, on the basis of actual or perceived sex, sexual orientation, gender identity, gender expression, pregnancy, childbirth, lactation, or related medical conditions.
- All students must receive equitable access to academic counseling, instructional programs, extracurricular activities, and disciplinary practices, consistent with both Title IX (34 C.F.R. § 106.31) and California Education Code § 221.5.
- Sexual harassment committed by or against students or staff is prohibited and, depending on the context, may constitute sex discrimination under federal Title IX or gender discrimination under California law.
- Students and/or parents/guardians who file a complaint must be informed of the outcome of the investigation, in accordance with applicable grievance procedures.
- Schools must ensure equal opportunities for students of all genders to participate in physical education and athletic programs.
- Equal athletic opportunity includes access to equipment, supplies, practice and game schedules, facilities, coaching, travel allowances, publicity, and budgetary resources, as outlined in BUL-2521.
- Enrollment decisions must not be based on any protected category, including sex, gender, or sexual orientation.
- All complaints of sex- or gender-based discrimination must be handled confidentially, and retaliation against any participant in a complaint process is strictly prohibited.
- Schools must regularly review relevant data (e.g., complaints, participation rates, outcomes) to identify patterns and support efforts to increase campus safety and equity.
- Procedures for filing and investigating complaints, whether under Title IX, UCP, or informal processes, are detailed in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures.

Intergroup Relations

Responsibilities of the Administrator:

- Take proactive steps to build and maintain safe, healthy, welcoming, and affirming learning and working environments, where students, staff, and families' identities and voices are represented, recognized, and valued.
- Provide activities for meaningful interactions between student, staff, and parent groups to promote an appreciation of diversity and a supportive school climate. Trainings,

activities, and resources are available from the Office of Human Relations, Diversity and Equity.

- Make a concerted effort to engage all students, including students in protected categories in the District's nondiscrimination statements (MEM-5818).
- Support schoolwide efforts to reduce misconduct and bullying by promoting pro-social behaviors.
- Follow the guidelines of BUL-5212 Bullying and Hazing Policy (Student-to-Student) for responding to allegations of bullying.
- Designate a point person for overseeing the school climate, bullying prevention efforts, and procedures for managing peaceful resolutions of conflicts (e.g., Restorative Practices and Peace Builders).

School Site Crisis Team

Responsibilities of the Administrator/Designee:

- Establish a safe, civil, and secure school environment.
- Establish a multi-disciplinary School Site Crisis Team, in accordance with the Integrated Safe School Plan.
- Ensure that the BUL-5800 Crisis Preparedness, Response and Recovery policy and all applicable protocols are implemented.

Suicide Prevention, Intervention and Postvention

Responsibilities of the Administrator:

- Designate Crisis Team Members/Suicide/Threat Prevention Liaisons (STPLs) in the ISSP's School Site Suicide/Threat Assessment Team.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Respond to reports of students at risk for suicide or exhibiting self-injurious behaviors immediately or as soon as practically possible.
- Monitor and follow-up to ensure that the risk has been mitigated through support and resources.
- Ensure that the Suicide Prevention, Intervention, and Postvention (SPIP) policy is implemented.
- Provide follow-up to relevant staff such as Region Operations, as needed.
- Report incidents in Incident System Tracking Accountability Report (iSTAR) as appropriate and update as needed.

Responsibility of all District employees:

- All District employees must complete the online Suicide Prevention and Awareness Training annually. The training certifies that employees know the warning signs and risk factors for suicide, as well as what to do if they are concerned about a student who might be suicidal. (See MEM-6910 Annual Suicide Prevention and Awareness Training.) If you have questions or concerns regarding the training, please contact your administrator.
- Inform the school site administrator/designee and/or STPL immediately or as soon as practically possible of concerns, reports, or behaviors relating to students who might be suicidal and/or engaging in self-injury.
- Adhere to the Suicide Prevention, Intervention, and Postvention (SPIP) policy.

Student Threat Assessment and Management

Responsibilities of the Administrator/Designee:

- Designate STPL in the ISSP's *School Site Suicide/Threat Assessment Team*.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Establish a multidisciplinary school site threat assessment team, in accordance with the ISSP *School Site Suicide/Threat Assessment Team*.
- Respond to reports of students exhibiting worrisome behaviors or making threats immediately or as soon as practically possible.
- Ensure that the Threat Assessment and Management (TAM) policy is implemented.
- Provide follow-up to relevant staff such as Region Operations, as needed.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the TAM policy and act in accordance with the policy.
- Report any worrisome behaviors or suspected threats to the school site administrator/designee and/or STPL immediately or as soon as practically possible.
- Cooperate in any investigation by providing accurate, relevant information.

Employee or Associated Adult Workplace Violence, Bullying, and Threats

Responsibilities of the Administrator/Designee:

- Establish a safe and respectful school or workplace environment.
- Ensure that the BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) is implemented.
- Investigate and respond to any verbal or written reports of violence or threatening behavior.
- Monitor and follow-up to ensure that the behavior has stopped.

- Report incident on required form (see BUL-5798) and in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) and act in accordance with the policy.
- Promptly report any suspected workplace violence behaviors to the site administrator or designee.
- Cooperate in the investigation of employee workplace violence complaints by providing relevant information.

Student Dress Code/Uniform Policy

Key Elements:

- Representatives from stakeholder groups will review the school's dress code yearly to ensure it complies with guidelines and gender neutrality enumerated in BUL-6494 Student Dress Codes and Uniforms.
- All students shall show proper attention to personal safety and suitability of clothing for school activities. Specialized school programs and classes, such as physical education, science lab, wood shop, or culinary arts, may require specialized attire or unique restrictions.
- The school may prohibit attire or paraphernalia with language or images that are vulgar, sexually explicit, discriminatory, libelous, promote illegal or violent content, or which could reasonably be foreseen to create a hostile environment among rival gangs, individuals, or groups.
- Urban fashion in and of itself is not "gang-related" apparel.
- Students may wear jewelry or attire representative of an established religious faith, including, but not limited to a crucifix, yarmulke, headscarf, or turban.
- Students may wear sun-protective clothing outdoors.
- Hair, sideburns, mustaches, and beards may be worn at any length or in any style, and clothing may be of any fashion, style, or design.
- Parents must be advised of uniform policies prior to the beginning of the academic year (or upon enrollment), informed that uniforms are voluntary, and, if needed, be assisted in securing financial assistance to obtain desired uniforms.
- School uniform policies are voluntary. A student's parent/guardian must be notified annually and may exercise the right to opt out of the school uniform policy, though the student must adhere to the student dress code. Students shall not be penalized academically, subject to any disciplinary action or disparaging treatment or denied attendance to school or participation in school activities for opting out of the uniform.
- Schools must identify financial resources for students who are not able to comply with the school uniform policy due to financial hardship; this includes provision of physical

education uniforms at no cost if failure to have or wear appropriate apparel arises from circumstances beyond the control of the student.

2.8.2.4 Behavior Support and Formal Discipline

Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

Access resources at https://www.lausd.org/PBIS_RP

Responsibilities of School Administrator:

- Cultivate a safe, healthy, welcoming, and affirming learning and working environment in each classroom and schoolwide through the development of an integrated, trauma and resilience informed Multi-Tiered Systems of Support framework to support the implementation of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), including community and relationship building.
- Ensure a focus on prevention, common values, and shared accountabilities among school community members.
- Ensure that PBIS/RP are achieved through good first teaching, as well as differentiation and personalization of learning.
- Assume a leadership role in the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Team. Everyone has a stake in responsible, respectful, and safe behavior at school. This forms a foundation and an atmosphere that promotes learning and instruction. Administrative leadership is an essential ingredient of that foundation.
- Establish the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Team and ensure that the team meets regularly; support and monitor the team's implementation of the Schoolwide Discipline Plan; evaluate the outcomes; and modify strategies as needed; ensure that the team completes the Tiered Fidelity Inventory two times a year including scores and goals.
- Ensure school procedures effectively support the collection of data that accurately reflects schoolwide, classroom, and individual student social-emotional development and behavioral needs.
- Inform all students and parents/guardians at the beginning of each academic year or as students enroll about the school’s behavioral expectations, responsibilities, and procedures.
- Ensure that students, parents/guardians, and staff have access to copies of the Schoolwide Discipline Plan, that all stakeholders understand their responsibilities in learning the behavioral expectations, and the reinforcement and corrective procedures.
- Provide staff development on strategies, methods, and tools of implementing the school-discipline plan through a multi-tiered system of support including positive

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behavior interventions and supports, restorative practices, social emotional learning, and trauma-resilience informed strategies.

Responsibilities of School Staff:

- Develop healthy, positive relationships with students, staff, and families.
- Use a multi-tiered system of support with a focus on prevention.
- Identify, teach, model, and reinforce schoolwide and classroom behavioral expectations and correct misbehavior with an emphasis on teaching.
- Establish structure and a sense of safety and belonging by developing predictable routines, using effective management strategies, co-regulation, community building, and trauma-resilience informed approaches, as well as the active teaching of pro-social and stress reduction behaviors and strategies.
- Utilize student discipline referral data, Tiered Fidelity Inventory (TFI) scores and goals, School Experience Survey data, and other school climate and discipline data to identify professional development needs, organize support systems for staff and students, and to analyze effectiveness of instruction on behavioral expectations.
- Utilize school resources including, but not limited to, SSPT, Section 504 Plan or IEPs to develop behavior plans for students who exhibit behavioral challenges and implement these behavior plans.
- Partner with parent/guardian and engage in parent education and support, as necessary to support appropriate student behavior.

Formal Discipline

Responsibilities of the Principal/Principal's Administrative Designee:

- Ensure that the District's policy and procedures regarding student suspension and expulsion are fully implemented.
- Designate discipline staff and provide training focusing on investigation of student misconduct and school-site procedures of formal student discipline, including student suspension and expulsion.
- Ensure that recommendations for expulsion are made when students violate CA E.C. § 48915(c) except for sexual misconduct that requires Title IX procedures prior to student discipline. For detailed information regarding Title IX procedures, refer to BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment).
- The school principal will ensure that the school follows District policy and procedures regarding formal student discipline and fulfills responsibilities to attend or send an administrative designee who has first-hand information to present an expulsion case as well as appropriate witness(es) to testify during the expulsion hearing. Conduct a thorough investigation, collaborate with other school staff and law enforcement, when necessary, and determine whether formal discipline is appropriate.

- Notify the parent/guardian/education rights holder (ERH) in a timely manner whenever their child is referred for disciplinary action.
- Enter all suspension information (school suspension, in-school suspension, and class suspension) into MiSiS accurately and record all other means of correction. Refer to BUL-5808 Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS).
- Advise the parent/guardian/ERH regarding the appeal process whenever the parent/guardian/ERH disagrees with the administrator's decision to suspend.
- Prohibit the use of "informal suspension" (e.g., telling a parent to keep a child home without an official suspension notice, or sending a student home without an official Pupil Suspension Notice); refer to BUL-5655 Guidelines for Student Suspension.

Responsibilities of Designated Discipline Staff:

- Conduct a thorough investigation, collaborate with other school staff and law enforcement, when necessary, and provide evidence to the school principal/designee for a decision on the formal discipline.
- Notify the parent/guardian/education rights holder (ERH) in a timely manner whenever their child is referred for disciplinary action.
- Enter all suspension information (school suspension, in-school suspension, and class suspension) into MiSiS accurately and record all other means of correction. Refer to BUL-5808 Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS).
- Advise the parent/guardian/ERH regarding the appeal process whenever the parent/guardian/ERH disagrees with the administrator's decision to suspend.
- Prohibit the use of "informal suspension" (e.g., telling a parent to keep a child home without an official suspension notice, or sending a student home without an official Pupil Suspension Notice); refer to BUL-5655 Guidelines for Student Suspension.

Suspension Guidelines:

Refer to BUL-5655 Guidelines for Student Suspension.

- Students are only to be suspended from school when they have committed an act listed under CA E.C. § 48900, CA E.C. § 48900.2, CA E.C. § 48900.3, CA E.C. § 48900.4, CA E.C. § 48900.7, or CA E.C. § 48915.
- Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to disruption [CA E.C. § 48900 (k)(1)] sexual harassment (CA E.C. § 48900.2), an act of hate violence (CA E.C. § 48900.3), or threats and intimidation against District personnel or pupils (CA E.C. § 48900.4).
- Students may not be suspended from school for any reasons, for more than five (5) consecutive school days.

- "Informal suspension" is prohibited. (e.g., telling parent to keep child at home without an official Pupil Suspension Notice or sending a student home without an official Pupil Suspension Notice).
- Extending suspension due to the parent's failure to attend a conference with school officials is prohibited.
- Suspending in absentia (when a student is suspended without being afforded an opportunity to discuss the alleged misconduct) is a violation of the student's due process rights, unless an emergency situation is determined. (Refer to Section V. D of BUL-5655)
- Students in general education shall not be suspended for more than 20 school days in any school year (30 days if student transfers to another school). For students with disabilities who have a Section 504 plan or who is regarded as possibly needing a Section 504 plan, if the misconduct is directly linked to the student's disability, and/or directly results from the District's failure to implement the student's Section 504 plan, the school shall not suspend more than 10 days or make a disciplinary change of placement. The team should consider updating plan accommodations/services and reviewing implementation strategies.
- Students in special education shall not be suspended for more than **10** school days in any school year. Refer to the LAUSD Special Education Electronic Policy and Procedures Manual (e-PPM).
- Problems with truancy, tardiness, and/or other attendance-related issues cannot be grounds for suspension.
- Once a student has been issued a school or in-school suspension, the suspension can only be overturned by the Region Administrator of Operations (AOO) through an appeal process. Refer to BUL-5655 Guidelines for Student Suspension.
- Appeal of a class suspension shall be handled by the principal. A parent may appeal a class suspension by teacher to the school principal. Only the principal can rescind a class suspension.

A teacher may suspend a student from class for any of the acts enumerated in CA E.C. § 48900 except for the student misconduct of willful defiance as described in CA E.C. § 48900 (k)(1).

1. A teacher may suspend a student from class for any of the acts enumerated in E.C. 48900, except for the student misconduct of willful defiance as described in E.C. Section 48900 (k)(1), per District policy.
2. A teacher should report the suspension to the principal and send the student to the principal/designee for appropriate action, which includes appropriate supervision. Refer to BUL-5655 Guidelines for Student Suspension and CA E.C. § 48910.
3. A student shall not be placed in another regular class during the period of suspension.
4. The student shall not return to the class during the period of suspension without the concurrence of the principal and the teacher. If the student is assigned to more than

one class per day, the student must attend the classes from which the student was not suspended. Refer to CA E.C. § 48910.

5. A student can be suspended from class for the remainder of that day (elementary) or period (secondary) and for the following day or period when the class meets. Refer to CA E.C. § 48910.
6. School staff may assign a student who was suspended for any of the reasons enumerated in CA E.C. § 48900 and CA E.C. § 48900.2 to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students, or staff, or if an action to expel the student has not been initiated. Refer to CA E.C. § 48911.1.

Opportunity Transfer Guidelines:

Refer to BUL-6362 Opportunity Transfer (O.T.) – Policy and Procedures.

- An Opportunity Transfer (O.T.) is a carefully planned school- or District-initiated transfer of a student within LAUSD schools for corrective reasons. It is issued as an alternative measure to address student misconduct after other means of correction have failed to bring about proper conduct or when the student's continued enrollment at the current school presents a safety risk to others. The purpose of an O.T. is to minimize factors that interrupt the student's academic progress, and thus to create a school climate that is safe and conducive to learning for all. To minimize disruption to the academic process, an O.T. may not be issued or terminated within the last six weeks of each academic term (semester, trimester, quarter). All student transfers shall be recorded and documented in the District's My Integrated Student Information System (MiSiS).
- An O.T. may not exceed one calendar year unless both the parent/legal guardian/ERH and the school agree.
- An O.T. may only be issued once during the student's matriculation through elementary school, twice during middle school, and twice during high school.
- To cancel an O.T., the principal must submit the Request for O.T. Cancellation to the Region AOO and obtain written approval.
- The O.T. process does not apply to students with an Individualized Education Program (IEP). An O.T. also may not be issued to a student who is not yet eligible for special education and related services (i.e., a general education student) if the District has knowledge that the child was a student with disability before the behavior that precipitated the disciplinary action occurred. For more information about this process, please contact your Region Special Education Administrator and the Division of Special Education Behavior Support Department via email: SPEDBehaviorSupport@lausd.net.
- For students with disabilities who have a Section 504 Plan.
    - With the exception to drug or alcohol related offenses, students eligible for nondiscrimination protections under Section 504 or students with a Section 504

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Plan may not be transferred through the O.T. process until a manifestation determination meeting has been held and the team determined that: (1) the conduct in question was not caused by, or had a direct and substantial relationship to, the child's disability; or (2) the conduct was not the direct result of the District's failure to implement the Section 504 Plan. Following this, the student may be considered for an O.T. with the assurance of full implementation of the Section 504 protections or applicable Section 504 Plan at the receiving school. For detailed guidelines, refer to BUL-4692 Section 504 of the Rehabilitation Act of 1973.

Expulsion Guidelines:

Refer to BUL-6050 Expulsion of Students - Policy and Procedures

- School principals are required to recommend the expulsion of any student who engages in behavior described in CA E.C. § 48915(c).
- A student who is recommended for expulsion is entitled to an educational placement the day following the last day of their suspension (e.g., day six of a five-day suspension).
- For a student with an IEP, a comprehensive Expulsion Analysis IEP meeting must be conducted, which includes an MDA, prior to recommending the student for expulsion.
- With the exception to drug or alcohol related offenses, students with disabilities served under Section 504 must have an MDA conducted and any appropriate updates to their Section 504 plans (as warranted) must be considered, prior to recommending the student for expulsion.
- No student can be expelled by the Board of Education unless direct evidence, in the form of oral testimony, is presented at the District's administrative Expulsion Review Committee (ERC) hearing.
- There are specific legal requirements for Local Educational Agencies (LEAs) for discipline notifications regarding a student in foster care in the following situations: (Refer to BUL-6050.3, Attachment M)
    - Suspension (includes an in-school suspension)
    - Expulsion
    - IEP meeting when a Manifestation Determination takes place
    - Involuntary Transfer to a continuation school
- For required notification of expulsion recommendation for students experiencing homelessness, refer to BUL-6050.3, Attachment N.

Additional Notifications

There are specific legal requirements for discipline notifications regarding a student in foster care in the following situations: (Refer to BUL-6050.3, Attachment M)

- Suspension (includes an in-school suspension)

- Expulsion
- IEP meeting when a Manifestation Determination takes place
- Involuntary Transfer to a continuation school

For required notification of expulsion recommendation for students experiencing homelessness, refer to BUL-6050.3, Attachment N.

Maintenance of CA E.C. § 49079 Information:

Refer to BUL-3927 Mandated Reporting of Certain Behavior.

- Pursuant to CA E.C. § 49079 (a), a school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of CA E.C. § 48900 or in CA E.C. § 48900.2, 48900.3, 48900.4, or 48900.7.
- The District shall provide the information to the teacher based upon any records that the District maintains in its ordinary course of business, or received from a law enforcement agency, regarding a pupil described in this section.
- Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.
- Each teacher informed of CA E.C. § 49079 students shall be advised of the opportunity to review the student's records and shall be admonished regarding the confidentiality of information.
- Any information referring to CA E.C. § 48900 et seq. offenses shall be made available to each student's teacher from the current school year and three previous school years through MiSiS. After this time frame, access to a student's record will not be available to the teacher, consistent with CA E.C. § 49079.
- In MiSiS, all discipline offenses except for "3.6 - Possessed or used tobacco" trigger a CA E.C. § 49079 "D" Alert on the corresponding student's profile. To view a comprehensive list of students with an CA E.C. § 49079 alert, generate the Student Referral Report. In the report parameters, select "none" for Counseling Referral Reason, and deselect "3.6 - Possessed or used tobacco" from the Discipline Referral Reason. Refer to BUL-5808 Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS).
- The MiSiS Attendance Roster List view displays a "D" on the Alerts Column for students with a discipline file, consistent with CA E.C. § 49079. Teachers can click on the student profile and view any discipline by clicking on Support > Referrals, which will display discipline from the current school year and three previous years.

Guidelines When a Student Described in CA E.C. §49079 Is Transferred to Another LAUSD School:

When a student transfers between LAUSD schools, the receiving principal/designee will have access to the MiSiS discipline referral offenses noted in CA E.C. § 49079. Refer to BUL-3927 Mandated Reporting of Certain Behavior.

Responsibilities of Juvenile Courts:

- Welfare and Institutions Code (W.I.C.) Section 827 (b)(2) mandates that the Juvenile Courts submit to the superintendent of the district of attendance written notice whenever a minor who is enrolled in any of grades K through 12 has been found by the court to have committed any of certain specified offenses.
- The information furnished by the Juvenile Court shall be expeditiously transmitted to the principal at the school of attendance. The principal must expeditiously disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the student. In addition, the principal shall disseminate the information to any teacher or administrator directly supervising or reporting on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate fashion to avoid being needlessly vulnerable or to protect others from needless vulnerability.
- If a notice from the juvenile court is received by a school, the school should contact Student Health and Human Services, Student Support Programs, for assistance.
- Any information received by a teacher, counselor, or administrator shall be confidential and used only for the limited purpose noted above, and may not be further disseminated.

2.8.2.5 Facilities-Related

Key Control

Responsibilities of the Administrator:

- Maintain in writing current records of the distribution of all keys.
- Maintain a key safe or school vault in which keys that have not been issued are to be stored every night. Ensure that when not in the possession of authorized school staff, all keys, including custodial keys, are to be kept in a locked key safe or vault.
- Arrange to have all exterior doors of buildings opened and closed, as necessary.

Key Distribution:

- Master Keys: It is important to keep the number of master and specialized keys to a minimum to maintain site security. Master keys (“A” and “K”) shall be issued only to the plant manager and administrative staff. In addition, a maximum of five master keys may be requested for use by disaster emergency teams. These shall be maintained on a single ring at the site (in the key safe or vault) for emergency use only and are not to be used for other purposes.

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- Sub-master Keys: Sub-master keys are to be issued only to school personnel who absolutely need them in the daily course of their responsibilities. They shall be returned to the key safe or vault nightly.
- Classroom Teacher Keys: Classroom teachers are to be issued only the keys to their classroom, storeroom, and cabinets and will be responsible for said keys. At no time shall a classroom teacher be issued a master key.
- Substitute Teacher Keys: Keys issued to substitute teachers and other District employees (maintenance, etc.) shall be returned daily.
- Alarm Keys: Three alarm keys will be issued to the site administrator who will be responsible for these keys. The administrator will designate the keys accordingly. No site will be issued more than three intrusion alarm keys without approval of the School Police Chief.

Key Control Guidelines:

- Staff members shall be notified that unauthorized possession by any person, including employees, of any site key is a misdemeanor (CA PEN § 469).
- Keys are never to be kept in classroom cupboards, filing cabinets, in or on teachers' desks, offices, or in staff mailboxes.
- Keys are never to be in the possession of students without the expressed written permission of the site key administrator. Keys are not to be loaned to students to open doors or gates.
- Staff is to be advised that prior to leaving any room, office, or work location, it is the employees' responsibility to double check that all doors and windows are closed shut and locked.
- Authorized personnel needing keys for the weekend or holiday activities will be issued keys which limit access to the room or area necessary for the weekend assignment. Prior written approval by the site key administrator must be obtained.
- At sites equipped with intrusion alarm systems, the School Police must be notified the week before the weekend or holiday that authorized personnel are scheduled to enter the site.
- All keys shall be checked and left with the site key administrator at the end of the school year or in the event of an assignment change.

Loss or Theft of Keys

The loss or theft of keys shall be reported to the Region Office and School Police (at 213-625-6631). In addition, the Maintenance and Operations Central Shops Lock Department shall be notified by creating an emergency service call. The Lock Department will immediately rekey sensitive areas (such as the library, computer lab, cum room, etc.) only.

Plant Inspections

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Responsibilities of the Designee for Inspecting the Campus Regularly:

Inspect the campus regularly for the following conditions and heed the following:

- All nonstructural hazards in classrooms and other sites where students are served will be eliminated.
- All damage to fences will be reported and corrected as soon as possible.
- All graffiti must be removed as soon as possible (take photographs if necessary).
- All litter must be removed as soon as possible.
- Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
- All nonfunctioning lighting fixtures must be reported and corrected as soon as possible.
- Ensure that the following signs are posted, visible, and legible: Visitors' policy, a drug, tobacco, weapon and violence-free school, and nondiscrimination and sexual harassment prevention policies.
- The designated person shall be responsible for contacting the appropriate Maintenance and Operation department or District Unit responsible for correcting or repairing any hazardous or unsafe element on the school campus.

Restroom Cleanliness

Responsibilities of the Administrator:

- Site plans for each secondary school are to specify where student restrooms are located and when they will be open each day, and that they are adequate to serve student needs.
- Provide adequate supervision of restroom areas throughout the school day.
- Announce and encourage all students, including student leadership, to prevent vandalism and keep restroom areas clean.
- Involve parents in setting behavior standards to maintain clean, functioning restrooms on campus.
- Post notices to stakeholders, "Important Information About Your Complaint Rights Williams Legislation" in each classroom visible to stakeholders.
- Maintain Williams' complaint forms in the school or District office.

Responsibilities of the Plant Manager:

- Randomly monitor restrooms daily, conduct daily observation Emergency routes and paths of travel used to and from of any fixtures needing repair, and place a "trouble call" to report needed repairs.
- At secondary schools, supervise and monitor restroom attendant personnel.
- Before students arrive at school each day, inspect student restrooms to ensure that overnight crews have cleaned and stocked each restroom with paper and soap supplies.

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- Assign restroom attendant or custodial staff so that, at a minimum of twice during each day, restrooms are spot-cleaned, cleared of trash, restocked with soap and paper supplies, and have floors that are dry and hazard-free.
- Schedule with the appropriate Maintenance and Operations department the “deep cleaning” of all restrooms three times per year.
- Complete and maintain daily restroom service logs at a disclosed site on the school campus.

Inventory/Marking of School Equipment/Property/Record Retention

Responsibilities of the Administrator:

- Responsibility for all school property rests with the principal.
- Teachers and other employees are held responsible for the care of all school property in their control.
- The principal ensures that District equipment are not loaned to any District employee, group, or other persons for personal use.
- Property is to be inventoried, marked as required and records must be maintained in accordance with the District’s record retention policy.

For more detailed instructions regarding equipment inventory, please refer to the following bulletins and reference guide:

- BUL-953 Control of Site Equipment, CA E.C. § 35168. This bulletin and education code requires school districts to maintain inventory records of equipment whose current market value exceeds $500. These records must contain a description of the equipment, manufacturer’s name, identification numbers, original cost, date of acquisition, the location of use, and the date and method of disposal, if applicable.
- BUL-3508 Inventory Requirements for Equipment Purchased with Categorical Program Funds. This policy bulletin outlines federal and state guidelines for requiring an inventory for equipment purchased with categorical funds at school sites and offices, including equipment previously purchased through the Imprest fund or with the Procurement Card (P-Card). P-Card and Imprest purchases are not allowable with Title I funds. The equipment must be maintained and readily available for examination. Equipment inventories are subject to review at any time by federal and state auditors for equipment costing a total of $500 or more.)
- BUL-1158 Accounting for Supplies and Equipment Purchases. The California School Accounting Manual states that expenditures are required to be classified by “objects” to provide consistency in financial reporting among school districts. Additionally, the District is required to adhere to Government Accounting Standards Board Statement No. 34 to separately account for all fixed assets (land, buildings, equipment, etc.) and report depreciation on those assets accordingly.

- REF-71300 Record Retention for School Sites. This reference guide provides details for managing records at school sites and retention schedule listing records typically found at school sites.

2.8.2.6 School Arrival/Departure Plans

Traffic Patterns and Drop-off/Pick-up Points

Responsibilities of the Administrator:

- Work with OEHS or School Police to develop an appropriate drop-off and pick-up plan.
- Ensure through daily monitoring by designated staff that loading and unloading areas are “curbside” and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- Confer with School Police as necessary to establish traffic patterns, and drop-off and pick-up points that ensure student safety and minimize traffic congestion.

Safe Passage To and From School

Responsibilities of the Administrator:

- Collaborate with the Office of Environmental Health and Safety (OEHS) to assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc. OEHS may be reached at (213) 241-3199 or OEHSQuestions@lausd.net.
- Work with the Safe School Collaborative on safe passage and attend local law enforcement agencies Safety Collaborative meetings. For more information, please contact Division of School Operations at (213) 241-7921.
- At elementary schools, encourage parents to walk their children to school.
- Visit the OEHS Safe School Traffic Program webpage for current documents and resources. The Principal should ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Inform students, staff, and parents of designated student drop-off and pickup points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic noncompliance problems to School Police at (213) 625-6631 or local enforcement agency.
- Ensure bus loading areas are designated and that loading and unloading of passengers takes place only within these areas.

2.8.3 Attendance/Engagement and Dropout Prevention

Responsible Administrator: LOPEZ, OSCAR

2. Plan Development

LAUSD Strategic Plan: Pillar 2D: Outstanding Attendance

Ensure outstanding attendance to support in-class learning

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures,
- Ensure appropriate attendance, enrollment and withdrawal procedures are in place. Review the following resources:
    - MyPLN Training: Tools to Support Accurate Attendance and Withdrawal Procedures
    - Presentation: Tools to Support Accurate Attendance and Withdrawal Procedures.
- Track, monitor and regularly share attendance/engagement data with stakeholders.
- For a comprehensive list of activities, resources, and materials of the iAttend attendance initiative, visit the Pupil Services website and Enrollment, Attendance, and Withdrawal Resources Schoology group (Access Code: D4GT-DTTH-59Z3V).

Truancy/Tardiness Abatement

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures.
- Ensure that students and parents are informed of the school attendance and tardy policy, as well as all applicable laws relating to compulsory attendance.
- Ensure that the attendance team and school staff including the Pupil Services and Attendance Counselor are coordinating efforts on attendance expectations and outreach.

Responsibilities of the Teacher:

- Conduct outreach to build relationships with students and caregivers throughout the year, as appropriate, to support engagement and establish rapport/connections.
- Ensure that personal phone calls to home are made (by teacher and/or other designated staff) when students are absent.
- Ensure that attendance is submitted within the first 15 minutes of each class or period (or as required in alignment with current distance learning attendance taking guidelines, if applicable).
- Ensure that all absence reason codes, and times (if applicable) are entered.

CA E.C. § 48200 Compulsory Attendance Law:

Each person between the ages of 6 and 18 years, not exempted, shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or

charge of the pupil shall send the pupil to the public full time day school or continuation school or classes for the full-time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

Intervention for At-Promise Students

Responsibilities of the Administrator:

Administrators should ensure that

- At-Promise Students are immediately enrolled, even if they are missing academic and medical records, immunization records, proof of residency, a school uniform, or if they owe fees or materials to their prior school.
- The Pupil Services and Attendance (PSA) Counselor or a designated staff member is assigned to coordinate school attendance, dropout prevention, and recovery efforts.
- An Attendance Team/Multidisciplinary is in place to provide outreach and support for students who have disengaged.
- School staff support attendance and dropout prevention efforts.
- Coordination of services and supports with the A-G Diploma Program Counselor (select secondary schools only), Specialized Student Services Counselor, Pupil Services Attendance Counselor, and other designated staff.
- All school staff have read and follow:
    - BUL-4926 Enrollment, Attendance, and Withdrawal Policies and Procedures
    - BUL-6718 Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System
    - BUL-6231 Discipline Foundation Policy
    - BUL-6730 A Multi-Tiered System of Support Framework for the Student Support and Progress Team
    - REF-43782 Implementing a Multi-Tiered System of Supports Framework
    - Pupil Services and Attendance SharePoint - Due Diligence Efforts- Steps to Follow Prior to Withdrawing Students Quick Guide.pdf
- Schools implement a tiered system of support to address student attendance.
- School staff are trained and have access to LAUSD student information systems such as MyData, MiSiS, Focus, and Elevate, as well as classroom referrals to help identify and monitor/track at-promise students.
- Transition programs are in place to support incoming students and matriculating students as they adjust to their new classroom and school environments.
- The school climate welcomes and invites parent involvement through a parent center, parent conferences, parent meetings, personalized phone calls to parents, and that selected staff makes home visits when necessary to engage parents in their student's educational needs.

- There is a multidisciplinary team that looks at student and school data on attendance, withdrawal, and dropout information to make decisions at the school regarding student intervention programs and policies.
- The multidisciplinary team consists of appropriate non-classroom personnel, such as, Pupil Services and Attendance Counselor, Psychiatric Social Worker, deans, and APSCS and other designated staff.

Responsibilities of the Multidisciplinary Team/Attendance Team:

- Meet regularly to review attendance/engagement data and coordinate services and supports.
- Meet regularly to ensure the implementation and monitoring of a multi-tiered system of support for student attendance.
- Assess student, student subgroup and schoolwide data, establish a uniform referral process, and provide consistent follow-up on referrals.

Responsibilities of Staff:

- Staff is trained and aware of District mandates and procedures with respect to school attendance, withdrawals, dropout prevention, and recovery.
- School staff identifies and monitors students who are not making progress and coordinates with instructional staff to make needed adjustments to support student academic progress.
- Collaborate in the delivery of services to students.
- Be aware of and utilize resources both within the school and in the community.
- School staff systematically monitors, updates, and reviews student records.
- System for personalized interventions for students at risk of dropping out of school or who have recently left school.

Responsibilities of the Administrator:

- Create a school culture that reflects mutual support, caring, and safety for everyone.
- Ensure that selected school staff are trained on all District and non-district educational alternative placement options and that there is a process in place for referring at-promise students for educational supports and, when appropriate, to educational alternative placements, such as, but not limited to, community college classes, continuation schools, AC^{2}T, or Division of Adult and Career Education.
- Ensure that school staff are trained to work with at-promise students and utilize available resources to assist those students, such as, training on how to complete accurate enrollments and checkouts in MiSiS, how to identify at-promise students based on multiple risk factors (using reports such as those in MyData/FOCUS), how to create a welcoming, safe, and supportive school culture for all students, and how to link

students/families up to necessary resources (academic, food, clothing, tutoring, etc.) to help students achieve their high school diplomas.

- Ensure that their school has a variety of academic programs in place to meet the individual needs of students at-risk for school failure or dropout, concurrent enrollment in ROP classes, online courses, summer school, tutoring, other credit recovery options and community resources.
- Ensure that student records are accurate. This includes ensuring that school clerical staff are trained on how to accurately enter student data into MiSiS upon enrollment and withdrawal (i.e., correct leave/enrollment codes are being used, upon every withdrawal, and student records are sent to the next school of enrollment in a timely manner).
- Students who are transferring between LAUSD schools should be auto-withdrawn in MiSiS by the receiving school; when the transfer is out of LAUSD, a school may only withdraw upon receipt of valid documentation to support the withdrawal. School personnel should document as much information as possible, including a destination, school, address, phone number and contact information. The school should also attempt to collect the “Parent Assurance Letter.”
- Schools should document all records requests in MiSiS: MiSiS Enrollment Job Aids. (Select “Entering Student Record Request” under “Withdrawal/No Show.”)
- The school has partnerships and collaborates with community agencies that can provide resources and options to students who are at risk of school failure and dropping out of school.

Responsibilities of School Staff:

- Work with parents/guardians and students to systematically monitor and follow-up with students regarding the supports/interventions and referrals provided to ensure access and effectiveness.
- School staff reviews student-level data to identify which students require supplemental educational services (i.e., tutoring, online courses, etc.,) and link those students and parents to the educational resources they need.
- All staff work collaboratively to identify students in need of prevention/intervention.

System to Recover, Enroll, or Provide Alternative Education Referrals

Responsibilities of the Administrator:

- Assign a multidisciplinary team of school staff to work collaboratively on clearing/locating and recovering students listed as lost transfers and whereabouts unknown (L8’s).
- Ensure that staff is trained and follow all bulletins, memos, and reference guides regarding LAUSD policy for non-grads and 5th year seniors, and provisions for students continuing beyond their fourth year of high school (e.g., students who are homeless, in foster care, English Learners, students with IEPs).

- Ensure that school staff knows how to re-enroll or provide educational alternative options to students who may have left school for a period of time but have chosen to return to school and work towards their high school diploma.
- Students matriculating and/or transferring within LAUSD shall provide updates through the required annually disseminated forms. Schools shall not require matriculating students to complete a new Student Enrollment Form or to provide additional documentation for address verification (with specific exceptions related to charter schools).
- Require appropriate staff to run/review monthly reports on all withdrawals each month and ensure that designated staff follows up to find out if students are currently enrolled.
- Communicate to staff the importance of accurate record-keeping and tracking.
- Ensure that all due diligence efforts have been made prior to withdrawing students; for students whose whereabouts are known and are not attending, schools are to contact the Region PSA Administrator for Resource Panel/SARB referral.

Responsibility of Staff:

- Staff clearly defines their role in recovering dropout students to avoid duplication of services.
- School support staff and clerical staff stay up to date on all new District bulletins, reference guides, and memoranda relating to the input of student information into MiSiS.
- Staff provides parents/guardians and students with information about their educational rights and options available to help them be successful in school.

2.8.4 Parent and Community Engagement

Parents are encouraged to provide a healthy diet, promote physical activity, and ensure overall good physical and mental health and wellness for their child. Parents are also encouraged to participate in the planning for their child's academic progress and success.

Physical and Mental Health Supports

The Medical Services Division (MSD) is committed to providing equitable healthcare to our school communities so that all students thrive academically, are engaged, successful and ready for the world.

Families are encouraged to visit the resources available through MSD Offices by visiting the website lausd.org/msd, where you can learn more about the following Offices:

- District Nursing Services
- Healthy Emergency Response and Support
- Student Medical Services and Medi-Cal Programs
- Student Mental Health and Wellness Services

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Community members can also request support by calling the Student and Family Wellness Resource line at (213) 241-3840 (Monday through Friday, 8AM – 4:30PM). District mental health and wellness staff are available to support with referrals for services such as mental health, immunizations, health insurance, food and housing, enrollment, and more.

Engaging families in topics aligned to safety, wellness, and other topics of focus for the District is foundational to accelerating student outcomes and overall family wellness. A bundle of modules with content for school leadership to engage families in training and learning about safety topics, including Substance Use and Fentanyl Awareness, are available for download by visiting lausd.org/sface and in the Principal's Portal. A LAUSD Single Sign On is required to access family engagement content.

The Office of Student, Family and Community Engagement also assists families by linking them to resources, workshops, and courses in the areas of the councils and committees, school volunteers, Parent Portal, understanding data and school budgeting, for example. Families may visit https://www.lausd.org/sface or email families@lausd.net for more information.

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3. Incident Command System

3.1 Incident Command

The Incident Command System (ICS) is used by first responders, government agencies, private sector business and non-profit groups to manage emergencies, crises, and disasters nationwide, as well as planned events. LAUSD also uses ICS, which is a system that groups people by functions according to aptitude and skills, instead of rank/title. Every position reports to someone (see the School ICS Incident Command Team Chart in this section), which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command (Management in the LAUSD EOC)
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

The organization depicted on the School ICS Organization Chart can be expanded or abridged to meet the scope of the emergency/planned event. Not every emergency/planned event will require (activate) all of the teams or positions listed on the chart.

ICS can be adapted for schools with limited personnel. If no one is assigned to an ICS position, it is understood that the person who manages that position is performing the responsibilities of the unfilled position. For example, in some emergencies/planned events, the Incident Commander may not assign a person to oversee finance. In that case, the Incident Commander is still responsible for all applicable Finance and Administration responsibilities, such as financial documentation for potential recovery. Note that to optimally fulfill some of the emergency team duties, members should have training, preparation opportunities, and practice through drills.

Region Operations Centers (ROC): During some emergencies, crises or planned events, the ROC may be activated to provide immediate support to the schools. In such cases, the school is expected to maintain open and ongoing communications with the ROC, typically through their Operations Coordinator. Refer to the LAUSD Region Operations Center (ROC) Guide for more information.

Emergency Operations Center (EOC): When the emergency or crisis or planned event impacts a great geographical portion of the District and/or has numerous significant operational impacts beyond a school's or ROC's ability to manage, the L.A. Unified (EOC) may be activated. The EOC is responsible for coordinating resources and maintaining situational awareness Districtwide. For more information regarding the EOC, access the LAUSD EOP Handbook for Emergency Operations Center Responders. The school's Incident Commander will keep the EOC updated, in most cases through their Region and/or through the School Emergency Status Report (SESR).

3. Incident Command System

Schools will be notified if the SESR is activated and if schools are expected to update their status through the SESR. More information regarding SESR can be found at: https://sesr.lausd.net through the Principal's Portal.

It is recommended that team members and other District employees take Community Emergency Response Team (CERT) training. This hands-on disaster training is offered by local fire departments. LAUSD personnel can learn more about ICS by taking online video training courses STEPS 400, 420 and 421, available through MyPLN. Additional online emergency management classes appropriate for District employees are offered by the Federal Emergency Management Agency (FEMA) and are linked at https://www.lausd.org/fema.

Incident Command BELL, TASHA; LOPEZ, OSCAR

During an emergency, the Incident Commander (IC) is responsible for setting the response objectives and directing activities from a designated Command Post. All functions report to the IC. To effectively direct response actions, the IC must constantly assess the situation and develop and implement appropriate strategies. The IC must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. At a school, these functions are typically directed by the principal or designee as the Incident Commander. The principal is assisted in carrying out this role by a Public Information Officer and Safety Coordinator, as needed. The IC should use “management by objectives” by setting specific goals and objectives for the total response. The objectives should be SMART, which is an acronym for Specific, Measurable, Achievable, Relevant and Timely.

Planning/Intelligence Section BELL, TASHA; LOPEZ, OSCAR

During an emergency, the ICS Planning and Intelligence section uses various methods and resources to efficiently gather information, analyze and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under ICS, this function is supported by a Documentation/Communication position, who reports directly to the Incident Commander if a Planning/Intelligence Lead is not assigned. The ICS Planning and Intelligence Section also predicts future needs, observes trends, and constantly answers the following questions regarding the emergency:

- How big is this problem?
- Who is affected?
- What are we going to need in the next hour, day, or week?

Operations Section LOPEZ, OSCAR; COX, CHRISTOPHER

Under ICS, all tactics for the emergency response are implemented under the Operations function. Many school site emergencies are complex enough for the Incident Commander to

assign an Operations Section Lead. This function is supported by staff reporting to the Operations Lead who have responsibilities such as rendering medical assistance, crisis intervention, search and rescue, site security, damage assessment, evacuations, access and functional needs support, and the release of students to parents. Within LAUSD, these activities are performed by the following teams:

- Triage Team
- School Site Crisis Team
- Search and Rescue Teams
- Access and Functional Needs Position
- Security/Utilities Team
- Fire Suppression/HazMat Team
- Assembly Area Team
- Request Gate Team
- Reunion Gate Team

Logistics Section KLAPPROTH, DANIELLE; HURTADO, JAZMIN

The Logistics section manages resources and provides all incident support needs such as facilities, transportation, communications, and supplies/equipment. Logistics supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; and providing supplies, resources, equipment, and services, including food service and adjusting meal schedules and menus, as needed. Within LAUSD, these activities are performed by Supply/Equipment Team, Hygiene Team, and Transportation Support Team if activated and they report to the Logistics Section Lead. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs.

Finance/Administration BELL, TASHA; ALTON, NATALIA

The Finance/Administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for school site and responding District staff, and recovering school records after an emergency. They keep track of personnel time and costs, which are sometimes divided into two positions reporting to a Finance Section Lead.

3.2 Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal or designee, who is the Incident Commander. The Command Team includes the school's Public Information Officer, the Safety Coordinator, and the Team Leads for each of the other four functions (Operations, Planning & Intelligence, Logistics, and Finance & Administration). The Incident Commander sets goals and objectives for the activities of all other teams.

Team Assembly Location

Inside: MAIN OFFICE

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Outside: BLACKTOP

3.2.1 Incident Commander BELL, TASHA; LOPEZ, OSCAR

The Incident Commander (IC), principal or designee, is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The only role of this person is to make decisions. Specific duties of the Incident Commander may include:

- Setting goals and objectives for the response team as a whole
- Assessing the situation periodically
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with the Region Administrator of Operations and central office staff
- Working with the Region regarding any messaging about the incident to internal and external stakeholders

3.2.2 Public Information Officer BELL, TASHA; LOPEZ, OSCAR

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the PIO may include:

- Receiving updates and official statements periodically from the Incident Commander
- Posting approved messages to parents via Connect
- Maintaining a log of PIO actions and all school-site-based communications
- Updating/consulting with the Region PIO or central Communications office
- Interacting periodically with the media (with prior review/approval from the Region/District Communications Office)
- Under the guidance of the Office of Communications, preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and alerting the Region PIO and Office of Communications of any misinformation
- Monitoring social media for rumor control and misinformation (may be supported by PIO)

3.2.3 Safety Coordinator LOPEZ, OSCAR; COX, CHRISTOPHER

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible. Specific duties of the Safety Coordinator may include:

- Checking periodically with the Incident Commander for situation briefings and updates
- Maintaining all records and documentation as assigned by the Incident Commander
- Monitoring drills, exercises, and emergency response activities for safety
- Identifying and addressing safety hazards

- Ensuring that team members use appropriate safety equipment

Supplies and Equipment for Command Team

- School Emergency Response Boxes (REF-5450 School Emergency Response Boxes)
- Copy of the Integrated Safe School Plan and contact information
- Campus maps
- Staff cell phone lists
- Staff email lists
- Master keys (Note: Keys must be kept in a very secure location or with specific authorized individuals.)

Copies of staff and student rosters

- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit for Command Team
- Clipboard, paper, pens
- Hard hat for each team member
- Vest or other position identifier
- Large campus map

3.3 Triage Team

The members of the Triage Team are responsible for:

- Performing triage/disaster aid in the event of large-scale emergency impacting the school community
- Assessing injuries and administering necessary medical assistance as indicated
- Ensuring that first aid supplies are available
- Ensuring that designated school site staff are trained in the administration of medical measures, as appropriate
- Setting up triage area and temporary morgue
- Keeping accurate records of care given and triage tagging each of the injured with name, address, injury, and any treatment rendered
- Reporting critical injuries or deaths immediately to Triage Team Lead
- Recording information on transport to hospital by first responders

Assignments

Triage Team Lead: GOSS, CHISA

Backup Team Lead: MCEACHERN, KELLEY

Triage Team Member:

Triage Team Member:

School Nurse: GOSS, CHISA

Team Assembly Location

Inside: HEALTH OFFICE

Outside: PE BLACKTOP (NEAR SAFETY BIN)

Triage Team Lead

The Triage Team Lead is responsible for oversight and communication related to triage and disaster first aid training, preparation, and planning. The Triage Team Lead will also direct team activities and, in the event of a large-scale emergency impacting the school community, periodically interact with the Operations Section Lead to determine medical needs and planned actions.

Specific duties of the Triage Team Lead may include:

1) Ensuring triage areas are set up
2) Supporting team members to ensure adequate triaging of the injured
3) Ensuring all medical supplies are available for the team
4) Ensuring Triage Team performs secondary assessments and appropriate disaster medical care after triage is complete
5) Periodically keeping Operations Section Lead informed of overall status
6) Ensuring designated school site staff are trained in triage and disaster first aid techniques and priorities

Triage Team Members (Triage, Disaster Medical Assistance)

The members of the Triage Team are responsible for:

- Designating and setting up triage areas, including access for emergency vehicles
- Assessing injuries/performing triage and administering necessary disaster medical aid during a large-scale emergency impacting the school community
- Ensuring that disaster first aid supplies are available
- Setting up triage stations and the temporary morgue, ensuring that all medical supplies/equipment are accessible, including taking these items out during evacuations
- Keeping accurate records of care given and triage tagging each of the injured with name, address, injury, and any treatment rendered
- Reporting critical injuries or deaths immediately to Triage Team Lead
- Recording ambulance transport to hospital information
- Completing the Injury Report

In a large-scale disaster/emergency, it may be a while before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics (up to age 22) as listed in Step 4, under Additional Contacts of the online ISSP. It is best to have a staff member accompany each transported student; during an incident with many injuries, that may not be possible. Always note the name and transport destination for each person when they are transported.

Supplies and Equipment for the Triage Team

3. Incident Command System

Note: Staff/team members cannot re-enter buildings to retrieve supplies/equipment that are not stored in the emergency bin. Ensure that equipment is evacuated.

- Vest or position identifier
- First aid supplies
- Non-latex disposable exam gloves
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets
- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury Report
- Automated External Defibrillators (AED)
- Epi-Pen
- Biohazard bag
- Sharps container
- Student medication

Related Training and Resources

- It is recommended that all Triage Team members have first aid, cardiopulmonary resuscitation (CPR)/AED, and epinephrine administration training. More details on AED and epinephrine administration policy are available in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs) and BUL-114500 Administration of Epinephrine Auto-Injectors.
- Online training course STEPS 213, offered through MyPLN.
- Training information regarding CPR/AED and EpiPen is also available from the school nurse. Some CPR/AED information can also be found at lausd.org/CPR/AED; First Aid (and CPR) information is also available.
- The District is creating a Stop the Bleed training program. Details and updates are available here.

3.4 School Site Crisis Team

The School Site Crisis Team is responsible for addressing the mental health needs and social-emotional well-being of all students on campus during an emergency by providing Psychological First Aid (PFA) as needed, in the immediate aftermath of a critical incident or emergency, pursuant to the District's BUL-5800 Crisis Preparedness, Response and Recovery policy. PFA is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, or act of terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

Assignments

Crisis Team Lead: LARA, CHRISTIAN

Backup Team Lead: CALAVAN LUZANO, LAUREN

3. Incident Command System

Psychological First Aid Team Member (Primary): LARA, CHRISTIAN

Psychological First Aid Team Member (Backup): CALAVAN LUZANO, LAUREN

Team Assembly Location

Inside: MAIN OFFICE

Outside: BLACKTOP

Crisis Team Lead

The Team Lead is responsible for directing crisis responders and periodically interacting with the Operations Section Lead to identify concerns and report status. The Crisis Team Lead is also responsible for assigning personnel as needed, such as the Psychological First Aid Team Members, and ensuring appropriate training is provided. Supplemental online training courses STEPS 212 and 409 are offered through MyPLN.

Psychological First Aid Team Members

The members of the Psychological First Aid Team, with the guidance of the Crisis Team Lead, are responsible for monitoring the social-emotional safety and well-being of the students and staff in designated areas, such as the Assembly Area and Triage Area. Specific duties of the members of the Psychological First Aid members may include:

- Assessing needs and providing Psychological First Aid
- Providing reassurance and support to students
- Updating the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident
- Coordinating with Logistics to provide water and food to students and staff when necessary
- Supporting other teams, as needed

Supplies and Equipment for the Psychological First Aid Team Members

- Vest or position identifier
- Hand-held two-way radio
- Ground cover and tarps
- First aid kit
- Paper, pens/pencils

3.5 Search and Rescue Team

The Search and Rescue (SAR) Team is responsible for preparing and performing search and rescue operations during an emergency when the fire department is delayed due to the nature of the disaster. There may be two or more SAR teams at a school, depending on the size and layout of the site. Each team must have four members, as they work in pairs for safety reasons. Supplemental online training course STEPS 214 is offered through MyPLN.

3. Incident Command System

Assignments

Search and Rescue (SAR) Teams Coordinator: LOPEZ, OSCAR

Backup SAR Teams Coordinator: BELL, TASHA

SAR Team 1 Members: SANCHEZ, JAVIER; COX, CHRISTOPHER; JONES, KAREN; LOPEZ, OSCAR

SAR Team 2 Members: BARRETT, WILLIAM; JOHNSON, BRYAN; ROBERTSON, JAMES; JOYCE, REBECCA

SAR Team 3 Members: ; ; ;

SAR Team 4 Members: ; ; ;

Team Assembly Location

Inside: MAIN OFFICE

Outside: BLACKTOP

Search and Rescue Teams Coordinator

The Search and Rescue Teams Coordinator assigns each SAR team their specific areas and duties, records findings on maps and in logs, keeps the Operations Section Lead informed of overall status, and coordinates appropriate training. Specific duties of the Search and Rescue Teams Coordinator may include:

- Ensuring that each responding SAR team has four members and that those four members work in pairs for safety reasons
- Obtaining briefings from the Operations Section Lead, and the Assembly Area Team, noting missing students, identified damage and site hazards, and any other situations requiring SAR response
- Assigning and recording SAR teams based on available team members, maintaining four persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

Search and Rescue Team Leads

Each Search and Rescue Team Lead is responsible for directing the activities of their assigned SAR team and apprises the SAR Teams Coordinator of the team's status and their findings throughout the search and rescue process. Specific duties of the Search and Rescue Team Leads may include:

- Obtaining briefings from the SAR Coordinator
- Directing search and rescue operations for their assigned team
- Reporting findings to the SAR Teams Coordinator during search and rescue operations.

3. Incident Command System

Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the SAR Team may include:

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to SAR Team Lead upon discovery
- Rescuing trapped survivors on campus, if it is safe to do so
- Evacuating survivors who need assistance
- Working with the Security/Utilities Team and Fire Suppression/Hazmat Team to shut off gas or extinguish fires as necessary
- Reporting periodically to the Team Lead the location, number, and status/condition of injured or missing survivors
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms and outdoor areas which may have survivors
- Sealing off and posting areas where hazardous conditions exist
- Contacting Security/Utilities Team to secure the building from reentry after the search

Supplies and Equipment for Search and Rescue Teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand-held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets
- Bolt cutters (for cutting security screens from around windows)
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- First aid backpack/fanny pack (one team member wears it)
- Evacuation Chair (applies to multiple story schools and not to be stored in emergency bin)

Many of these materials are found in the search and rescue kit, which can be purchased through the LAUSD Warehouse.

3. Incident Command System

3.6 Access and Functional Needs Position

Access and Functional Needs (AFN) position is responsible for ensuring that the needs of students and others on campus who have disabilities or other access or functional needs are considered throughout the ongoing development and execution of this plan. This includes ensuring existing procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973 and the annual evaluation of the ISSP to ensure appropriate adaptations for pupils with disabilities. The role also supports the principal if a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil, after an ISSP evaluation is conducted brings concerns about an individual pupil's ability to access disaster safety procedures described in the ISSP.

The AFN Team will coordinate activities with the Operations Section as needed. Planning efforts by this team include ensuring the availability of any necessary supplies and equipment and sharing plans and equipment locations with emergency teams and other staff who will further support the individuals with these needs during an emergency. Resources to support this team's work are available at: http://lausd.org/afn.

Assignments

Access and Functional Needs (AFN) Team Member: MUSCHAMP, MARION

Backup Access and Functional Needs Position: LOPEZ, OSCAR

Assembly Location

Inside: MAIN OFFICE

Outside: BLACKTOP

Roles and Responsibilities

The AFN position is responsible for ensuring the safety of students and adults with access and functional needs during drills and emergencies and facilitates the planning and preparation for appropriate support. The AFN position directs assistance activities and coordinates with the Operations Section to identify specific disabilities or access and functional needs of the school population, and also considers the potential needs of visitors. The position is responsible for ensuring that these individuals are safely evacuated and supported during drills and emergencies including by ensuring necessary adaptations are in place and by supporting the evaluation and ISSP modification process, as necessary. Related procedures are outlined in REF-5511 Completing and Updating the Integrated Safe School Plan.

Support:

For more tips and information on supporting students with access and functional needs, access LAUSD Emergency Preparedness for Students with Disabilities Tips and Checklist.

3. Incident Command System

Contact your Region's Special Education Administrator or the Office of Americans with Disabilities Act Compliance.

3.7 Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with the Operations Section as needed. The Security/Utilities Team shuts down heating and air conditioning units, gas, power, and water utilities as necessary to protect students and staff and to minimize damage to school facilities. The team must also coordinate closely with the Reunion Gate Team for gate access to safely reunite students with their parents or lawful guardians. This team may include campus aides, and members of the custodial and cafeteria staff.

Assignments

Security/Utilities Team Lead: HIGUERA AVILA, ADRIANA

Backup Team Lead: HENDERSON, GEORGETTE

Security/Utilities Team Member:

Security/Utilities Team Member:

Team Assembly Location

Inside: MAIN OFFICE

Outside: BLACKTOP

Security/Utilities Team Lead

The Security/Utilities Team Lead is responsible for directing team activities and interacting with the Operations Section Lead to identify problems and report status and coordinates appropriate training. The Security/Utilities Team Lead is also responsible for checking with the Operations Lead to ensure that local utility companies (water, electricity, gas, and sewer) are notified of outages and issues as needed.

Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate actions to shut off utilities, as needed. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking some gates when appropriate
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents
- Keeping students and staff out of buildings, as necessary

- Assisting at Reunion Gate, as appropriate
- Assessing and reporting damage to school facilities
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier
- Hard hat, gloves, and any personal protective equipment
- Master keys
- Hand-held two-way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

3.8 Fire Suppression/Hazmat Team

The Fire Suppression and Hazardous Materials (HazMat) Team is responsible for extinguishing small fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Operations Section. Team members complete the School/Site Preliminary Damage Report. Operating a fire extinguisher is covered in STEPS 201, available on MyPLN, and is strongly recommended training for this team.

Assignments

Fire Suppression and HazMat Team Lead: HIGUERA AVILA, ADRIANA

Backup Team Lead: HENDERSON, GEORGETTE

Fire Suppression and HazMat Team Member:

Fire Suppression and HazMat Team Member:

Team Assembly Location

Inside: MAIN OFFICE

Outside: BLACKTOP

Fire Suppression and HazMat Team Lead

The Fire Suppression and HazMat Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Lead is also responsible for gathering the School/Site

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Preliminary Damage Reports from the Team Members and having forms readily available to Operations.

Fire Suppression and HazMat Team Members

The members of the Fire Suppression and HazMat Team are responsible for extinguishing small fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the School/Site Preliminary Damage Reports will be submitted to the Team Lead. Specific duties of the members of the Fire Suppression/HazMat Team may include:

- Evaluating potential release of chemicals.
- Maintaining list of chemicals on site with map/storage location specifics.
- Identifying damaged areas on the School/Site Preliminary Damage Report. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire:
    1. Class A, B or C for ordinary combustibles
    2. Class B or C for fires involving flammable liquids
    3. Class C only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas

Supplies and Equipment for the Fire Suppression/HazMat Team

- Vest or position identifier
- Hard hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two-way radios
- Master keys on lanyard
- Clipboard with job duties and School/Site Preliminary Damage Report
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools
- Site maps
- Absorbent materials
- Broom
- Dustpan
- Neutralizer
- Hazardous waste labels

3.9 Assembly Area Team

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Operations Section Lead. Operations will then relay reports of missing students to the Search and Rescue Team.

3. Incident Command System

Assignments

Assembly Area Team Lead: BELL, TASHA

Backup Team Lead: LOPEZ, OSCAR

Assembly Area Team Member:

Assembly Area Team Member:

Team Assembly Location

Inside: MAIN OFFICE

Outside: BLACKTOP

Assembly Area Team Lead

The Assembly Area Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Lead is also responsible for collecting the Missing Persons Report from team members and providing the report to the Incident Commander.

Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation and accounting of students, staff, and visitors during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students/adults from teachers or other personnel.
- Ensuring that students are orderly, stay with their class and are supervised so that they can be found quickly when parents arrive.
- Gathering Missing Persons Report from each teacher and other designated personnel and submitting forms to the Assembly Area Team Lead.
- Assisting the Reunion Gate Team as required.

Supplies and Equipment for Assembly Area Team

- Copy of Site Plot Plan and Vicinity Map showing designated on and off-site Assembly Areas
- Injury Reports and Missing Persons Reports
- Bullhorn
- Clipboard and pens for forms
- List of employees who were on campus (when incident took place)

3.10 Request and Reunion Gate Teams

Request Gate Team

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

3. Incident Command System

Assignments

Request Gate Team Lead: ALTON, NATALIA

Backup Team Lead: RODRIGUEZ, YOLANDA

Request Gate Team Member:

Request Gate Team Member:

Team Assembly Location

Outside: ACCESS ROAD GATE NEAR REGION WEST SIDE

Request Gate Team Lead

The Request Gate Team Lead is responsible for directing team activities and periodically interacting with the Operations Section Lead to identify problems and report status, coordinates appropriate training, and ensures that order is maintained at the Request Gate. The Request Gate Team Lead will refer all outside requests for information to the Public Information Officer. Supplemental online training course STEPS 419 is offered through MyPLN.

Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents/guardians/ designees, providing them with the paperwork authorizing the holders to reunite with their students at the Reunion Gate, and checking identification. Specific duties of the members of the Request Gate Team may include:

- Greeting and quickly directing arriving parents, guardians, or designees to the Request Gate.
- Providing reassurance to parents, guardians, or designees and maintaining order. The use of large signs showing the school status and student pick up protocol in all languages is suggested.
- Checking identification of those requesting to pick up students.
- Directing parents or guardians to the Reunion Gate.
- Dispatching student runners to the Assembly Area to escort students whose parents have come to claim them.

Supplies and Equipment for Request Gate Teams

- Keys to the Request Gate
- Student lists
- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Signage for parents specifying the process and information needed for pick-up in the languages appropriate for the school
- Sign-making materials, including zip ties and tape
- Bullhorn
- Reunification forms (blue slips)

- Yellow caution tape, student runner I.D. lanyards, extra school radios, chalk, etc.

Mass Reunion Planning

The Request and Reunion Gate Teams need to have an expansion plan for a massive influx of parents. The following activities should be part of every school's Request/Reunion Gate preparedness program:

- Cross-train other teams to assist. When the Search and Rescue Team members are done with their assignment, they may be reassigned by the Operations Section Lead to assist the Request or Reunion Gate Team.
- Ensure that there are enough supplies (pens, forms, clipboards, etc.) for the additional Request Gate Team members so that additional stations can be opened.
- Have a plan to re-organize the Request Gate to divide the parents into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school. Ensure that there are sign-making supplies to allow for reorganization.

Reunion Gate Team

The Reunion Gate Team is responsible for compassionately reuniting parents or guardians with students. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students, a highly sensitive issue. The team checks identification and will keep accurate records of students leaving the campus. Members of the School Site Crisis Team and Security/Utilities Team may be asked to assist the Reunion Gate Team. If a child is injured, it is recommended that the parents be invited to a private or secluded location, away from others, to be informed of their child's condition. It is suggested that a member of the School Site Crisis team stay with the parent and assist them.

Assignments

Reunion Gate Team Lead: ALTON, NATALIA

Backup Team Lead: RODRIGUEZ, YOLANDA

Reunion Gate Team Member:

Reunion Gate Team Member:

Team Assembly Location

Outside: ACCESS ROAD GATE NEAR REGION WEST SIDE

Reunion Gate Team Lead

The Reunion Gate Team Lead is responsible for directing team activities and periodically

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interacting with the Operations Section to identify problems, request additional personnel, report status, and ensure order is maintained at the Reunion Gate. The Reunion Gate Team Lead will refer all media or other outside requests for information to the Public Information Officer. The Reunion Gate Team Lead is also responsible for collecting the Student Release Log from the Team Members and should have the forms readily available to Operations.

Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, or designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, or designees at the Reunion Gate and maintaining order.
- Verifying identification and authenticity of reunification forms.
- Verifying parent/guardian/designee is listed on the student's Student Emergency Information Form (student emergency card)
- Confirming students recognize the authorized adults who come for them and requiring adult to sign student out of school.
- Completing Student Release Log and submitting them to the Reunion Gate Team Lead.

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radios
- Tables and chairs
- Office supplies –pens, paper, clipboards, release forms, yellow tape, hanging clips, etc.
- Student rosters with class schedules
- Flashlights
- Keys to the Reunion Gate
- Student Release Log
- Student Emergency Information Forms (student emergency cards)

3.11 Supply/Equipment Team

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location.

Assignments

Supply/Equipment Team Lead: HIGUERA AVILA, ADRIANA

Backup Team Lead: HENDERSON, GEORGETTE

Supply/Equipment Team Member:

Supply/Equipment Team Member:

Team Assembly Location

Inside: MAIN OFFICE

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3. Incident Command System

Outside: BLACKTOP

Supply/Equipment Team Lead

The Supply/Equipment Team Lead is responsible for directing team activities and keeping the Logistics Coordinator informed of overall status. Specific duties of the Supply/Equipment Team Lead may include:

- Distributing emergency water and food supplies.
- Supporting the hygiene team as necessary, to set up and maintain sanitation stations.
- Confirming supply/equipment needs for any persons with disabilities, access and functional needs fulfilled.
- Controlling conservation of water.

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Sanitation supplies
- Care and shelter supplies, including mylar blankets and pop-up canopies

Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies
- Supporting the hygiene team as necessary, to set up and maintain sanitation stations
- Confirming supply/equipment needs for any persons with disabilities, access and functional needs fulfilled.
- Controlling conservation of water.

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Sanitation supplies
- Care and shelter supplies, including mylar blankets and pop-up canopies

3. Incident Command System

3.12 Hygiene Team

The Hygiene Team works under the Logistics Section Lead and is responsible for providing all necessary sanitation-related support.

Assignments

Hygiene Team Member: HIGUERA AVILA, ADRIANA

Backup Team Lead: HENDERSON, GEORGETTE

Hygiene Team Member:

Hygiene Team Member:

Team Assembly Location

Inside: MAIN OFFICE

Outside: BLACKTOP

Roles and Responsibilities

The Hygiene Team will oversee and maintain overall cleanliness during emergencies. Specific duties may include:

- Monitor and resupply handwashing stations
- Emptying and cleaning bucket toilets
- Disinfecting equipment

3.13 Transportation Support Position

The Transportation Support position works under the Logistics Section Lead and is responsible for coordinating bus transportation needs from the school if an off-site relocation or other transportation is necessary. Region Operations may also assist with this task. The position needs to also coordinate with the receiving site.

Assignments

Transportation Support Staff Member: BELL, TASHA
Backup Transportation Support Staff Member: LOPEZ, OSCAR

Assembly Location: Command Post

Roles and Responsibilities

The Transportation Support position is responsible for coordinating transportation assets and planning for an off-site relocation from the school. Specific duties may include:

- Periodically communicating with the Logistics Section Lead to provide updates as needed.
- Communicating to the Transportation Division the total number of students and staff to transport, number of people needing wheelchair tie-downs, lifts, or other specialized

support, if space is needed to transport necessary supplies and the exact pick-up and drop-off locations.
- Working with the receiving site and providing details about the number of people relocating and any assistance needed with supplies and services that the evacuating school cannot provide.
- Acquiring from the receiving site the specific location on campus where the evacuated school will be housed, where buses should drop off, and what gate will be used for reunification.
- Ensuring that a plan is in place and carried out to transport the School Emergency Response Box containing emergency cards and other essential records, first aid kits, food from the cafeteria, and other necessary items.
- Assist with the plan for systematic loading and unloading of students and supplies.
- Assist with clearing the campus as needed.
- Maintaining documents related to off-site evacuation.

Supplies and Equipment for the Transportation Support position

- Landline and/or cell phone
- Handheld two-way radio
- Map of area showing school and off-site relocation site(s)
- Student rosters showing attendance, classes and emergency information assigned to a bus number

3.14 Documentation/Communications Position

The Documentation/ Communications Position works under the Planning and Intelligence Section Lead and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what actions were taken by the school in response to the emergency.

Assignments

Documentation Staff Member: BELL, TASHA
Backup Documentation Staff Member: LOPEZ, OSCAR

Assembly Location: Command Post

Roles and Responsibilities

The Documentation/Communication position will maintain a log of the incident, noting all actions and reports, and filing them for reference. This position will also collect, organize, and analyze situation information and provide periodic updates. Specific duties may include:

- Periodically communicating with the Planning and Intelligence Section Lead for updates.
- Documenting all communications with the Region Operations Center (ROC) and outside agencies.

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- Recording the number of students, staff, and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage, injuries, and medical needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining, and securing all emergency documentation.
- Monitoring email, internet, radio, and television news (as available) for general information about the emergency.
- Monitoring social media for information, including rumor control and misinformation.
- Sending Connect messages to parents and staff.
- Sending updates on social media accounts maintained by the school.
- Updating site maps as reports and other information are received.
- Preserving maps as legal documents.
- Using area map to record information on major incidents such as road closures, utility outages, etc. that may impact the campus.
- Developing situation reports for the Incident Command Team.

Supplies and Equipment for the Documentation/Communications Position

- Hand-held two-way radios
- File boxes
- Paper, pens, markers
- Chart paper and/or mobile white board
- AM-FM battery/solar radios
- School/Site Preliminary Damage Report
- Maps of event by the hour
- Access to Connect, internet, cell phones, etc.
- Laptop. Tablet, and/or cell phone with internet access
- Large site map of campus, laminated or covered with plastic
- Map of county or local area

3.15 Staff Accounting Position

The Staff Accounting position works under the Finance & Administration Section Lead and is responsible for maintaining accurate emergency time records for all site-based and itinerant employees. These records are extremely important to accurately portray costs of the disaster and for potential financial recovery documentation.

Assignments

Staff Accounting Staff Member: BELL, TASHA
Backup Staff Accounting Staff Member: LOPEZ, OSCAR

Assembly Location: Command Post

Roles and Responsibilities

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The Staff Accounting position will maintain time records for site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Keeping accurate time records of all staff members, indicating employee name, employee number, and hours/times worked specifically to address the disaster.
- Ensuring that District employees who are on site but do not usually time report to the school are accurately accounted for.
- Periodically communicating with Reunion Gate staff for records of all staff leaving or returning to campus.
- Filing, maintaining, and securing staff accounting documentation.

Supplies and Equipment for the Staff Accounting position

- File boxes
- Paper, pens, clipboards
- Employee timecards
- Blank timecards for certificated and classified staff
- Staff off-campus sign-in/out log
- Supplemental Attendance Report forms
- Time Reporting Instructions for Emergency Work
- List of Disaster Overtime Program Codes

3.16 Cost Accounting Position

The Cost Accounting position works under the Finance & Administration Section Lead and is responsible for maintaining a fiscal record of all school expenditures related to the disaster. Records include any supplies and equipment used, purchased, or rented by the school during the disaster as well as donations to the school during the disaster.

Assignments

Cost Accounting Staff Member: BELL, TASHA
Backup Cost Accounting Staff Member: LOPEZ, OSCAR

Assembly Location: Command Post

Roles and Responsibilities

The Cost Accounting position will maintain records for supplies and equipment site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Maintaining cumulative site disaster cost records.
- Collecting and recording all cost data.
- Ensuring that inventory of expended emergency supplies is maintained.

- Periodically communicating with the Supply/Equipment Team and Cafeteria Manager for updated inventory.
- Maintaining inventory and receipts of all items donated to the school during the disaster.
- Filing, maintaining, and securing cost accounting documentation.

Supplies and Equipment for the Cost Accounting position

- File boxes
- Paper, pens, clipboards, calculators
- Access to spreadsheet software and laptop
- Emergency supplies inventories

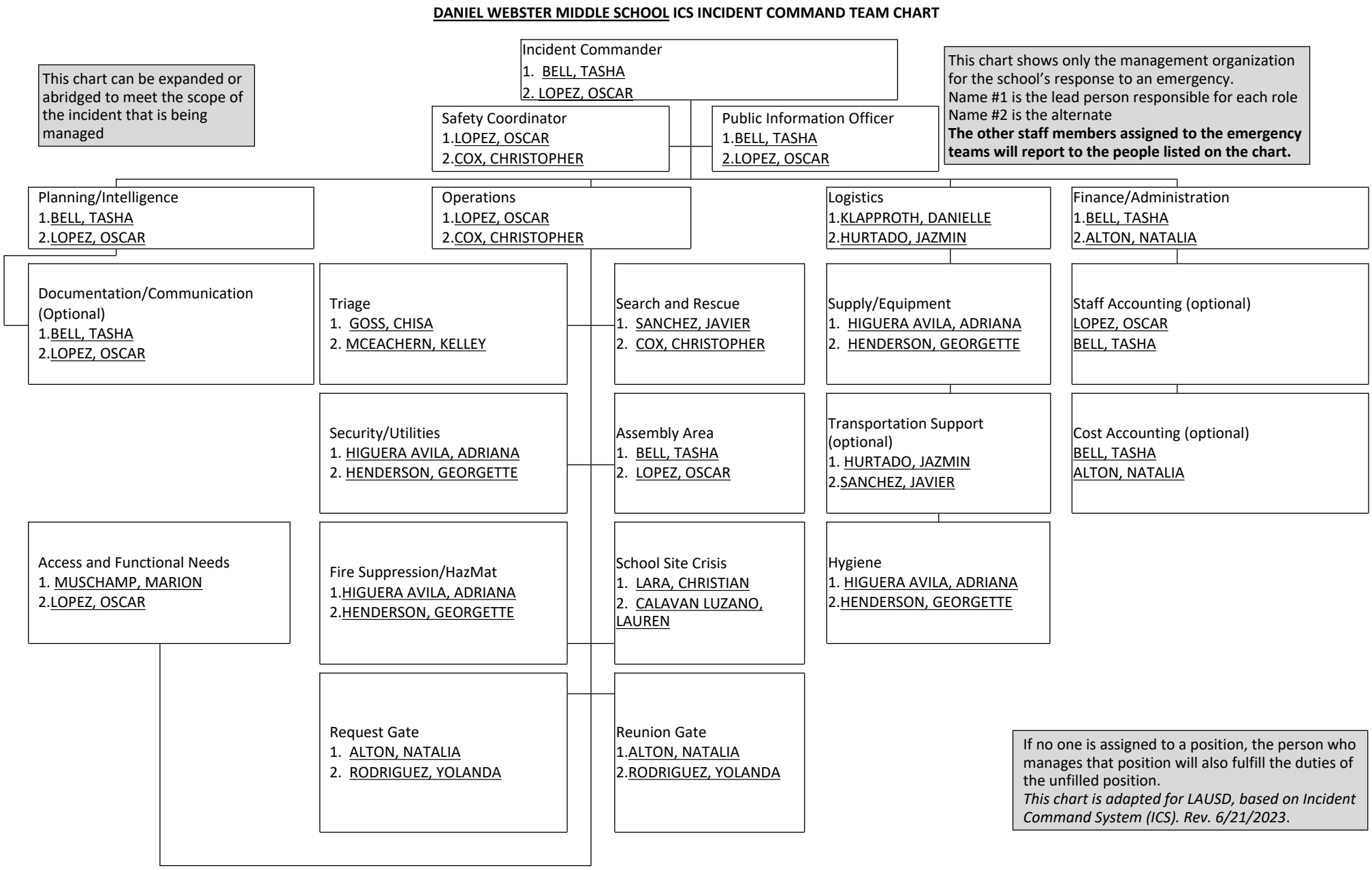
3.17 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide at school a minimum of a 72-hour supply of emergency water, food, first aid, search and rescue, sanitation, and other emergency supplies and equipment, as listed under each emergency team. Emergency supplies will be maintained in each classroom and in a centralized emergency container outdoors location: BLACKTOP

Emergency supply checklists are found in the ISSP appendices and the REF-5451 School Site Emergency/Disaster Supplies, which also includes guidance on procurement of emergency food supplies. Some recommendations regarding emergency food are available in the Food for School Disasters document. School administrators are responsible for ensuring emergency food is stocked at school sites; this function is separate from Food Services and the school cafeteria kitchen.

During an emergency, schools may not have access to electronic data and must instead refer to printed records. Schools should be prepared with critical printed materials; these are stored in the School Emergency Response Box (SERB) which is a central location for storing essential student records and other information needed to effectively manage a critical incident. It serves as a central portable emergency repository for critical information that can be easily accessed and used during an emergency or shared with first responders. (Note: The District shares the school's ISSP with local law enforcement agencies as per CA E.C. § 32281). Please access REF-5450 School Emergency Response Boxes for more details.

3.18 School ICS Incident Command Team Chart



3. Incident Command System

3.19 School Site Crisis Team Chart

This chart shows the School Site Crisis Team organization, with positions, roles and responsibilities. Backup staff are to be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	BACKUP
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts Region, and coordinates all crisis response & intervention services.	BELL, TASHA	LOPEZ, OSCAR
Crisis Team Lead	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	LARA, CHRISTIAN	CALAVAN LUZANO, LAUREN
Public Information Officer (PIO)	School spokesperson for an incident. Includes preparing Connect and other communications for staff and parents, identification of media locations and updates.	BELL, TASHA	LOPEZ, OSCAR
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	LARA, CHRISTIAN	CALAVAN LUZANO, LAUREN
Triage	Ensures supplies are accessible, evacuates and stages supplies, performs triage and provides medical assistance.	GOSS, CHISA	MCEACHERN, KELLEY
Security/Utilities	Ensures school site security, secures gates, and performs short-term repairs and shutoff of utilities, as necessary.	HIGUERA AVILA, ADRIANA	HENDERSON, GEORGETTE
Request Gate	Processes requests for student pick-up.	ALTON, NATALIA	RODRIGUEZ, YOLANDA
Reunion Gate	Reunites students and parents at Reunion Gate.	ALTON, NATALIA	RODRIGUEZ, YOLANDA
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment, and food services; includes adjusting schedules and menus, as needed.	KLAPPROTH, DANIELLE	HURTADO, JAZMIN
Documentation/Communications	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio, and social media for information.	BELL, TASHA	LOPEZ, OSCAR

***The designated Crisis Team Lead and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.**

3. Incident Command System

3.20 School Site Suicide/Threat Assessment Team Chart

This chart identifies the members of the suicide/threat assessment team and their responsibilities at the school site. Backup staff are to be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	BACKUP
Administrator	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc.). Coordinates all information, referrals, safety planning, and monitoring. The Administrator may include the Principal, Assistant Principal, or Administrative Designee.	BELL, TASHA	LOPEZ, OSCAR
Suicide/Threat Prevention Liaison (STPL)	This behavioral health professional for student risk assessments supports gathering background information, including interviews and statements with the person(s) of concern, intended target(s), and witnesses. They provide mental health and trauma expertise in working with students and families. The Suicide/Threat Prevention Liaison may include Mental Health Consultant, Psychiatric Social Worker, Pupil Services and Attendance Counselor, Student Support Services Counselor, Psychologist, School Counselor, System of Supports Advisor, Nurse, or other appropriately credentialed behavioral health staff.	LARA, CHRISTIAN	CALAVAN LUZANO, LAUREN
Behavioral Health Professional for Adults	This behavioral health professional for employee risk assessments supports gathering background information, including interviews and statements with the person(s) of concern, intended target(s), and witnesses. If the person of concern is a certificated employee, the behavioral health professional should be a LAUSD SHHS, Counseling,	LARA, CHRISTIAN	CALAVAN LUZANO, LAUREN

3. Incident Command System

	Nursing, or Psychologist Administrator. If the person of concern is a classified employee, associated adult, parent/caregiver, or community member the behavioral health professional may be a Mental Health Consultant, Psychiatric Social Worker, Pupil Services and Attendance Counselor, Student Support Services Counselor, Psychologist, School Counselor, System of Supports Advisor, Nurse, or other appropriately credentialed behavioral health staff.		
LASPD Officer/Law Enforcement	Responds to situations of risk of violence to self or others. Provides technical support and consultation for assessments prior to and during the Multidisciplinary Threat Assessment Team meeting.	OFFICER GLEN KIM	LAUSD SCHOOL POLICE DEPARTMENT

3. Incident Command System

3.21 School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

TITLE	NAME	WORK NUMBER
Principal	BELL, TASHA	(323) 290-6300
Assistant Principal 1		
Assistant Principal 2	LOPEZ, OSCAR	(310) 235-4686
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	ALTON, NATALIA	(310) 235-4622
Cafeteria Manager	TOMA, NADEN	(310) 235-4600
Financial Manager	KALUTHANTHIRI, KITHSIRI	(310) 234-3100
Plant Manager	HIGUERA AVILA, ADRIANA	(213) 503-3024(213) 480-4508
Custodian	JEFFERSON, ANTHONY	(310) 253-7635
Custodian Closest to Site	HIGUERA AVILA, ADRIANA	(213) 503-3024(213) 480-4508
First Person on Campus in AM	HIGUERA AVILA, ADRIANA	(213) 503-3024(213) 480-4508
Last Person on Campus in PM	HENDERSON, GEORGETTE	(310) 235-4600

3. Incident Command System

3.22 School ICS and Emergency Teams

Details of team roles and responsibilities are located in the Emergency Teams section of the Online Integrated Safe School Plan.

POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	BACKUP
Incident Commander	Directs all emergency operations, verifies facts, contacts Region, and coordinates all response actions.	BELL, TASHA	LOPEZ, OSCAR
Safety Coordinator	Ensures that all emergency operations are conducted safely.	LOPEZ, OSCAR	COX, CHRISTOPHER
Public Information Officer (PIO)	Official spokesperson for an incident. Prepares Connect and other communications for staff and parents, identifies media locations and updates.	BELL, TASHA	LOPEZ, OSCAR
Operations Section Lead	Manages all tactical operations at an incident.	LOPEZ, OSCAR	COX, CHRISTOPHER
Planning Section Lead	Collects and evaluates information, analyzing for impact to school.	BELL, TASHA	LOPEZ, OSCAR
Logistics Section Lead	Provides all incident support needs such as transportation, communications, supplies/equipment, and food services.	KLAPPROTH, DANIELLE	HURTADO, JAZMIN
Finance/Administration Section Lead	Manages all financial aspects and documentation of an incident.	BELL, TASHA	ALTON, NATALIA

Title/Role	Name
Triage Team	**Reports to Operations Section Lead**
Team Lead	GOSS, CHISA
Member 2/Backup Lead	MCEACHERN, KELLEY
Member 3	
Member 4	
School Site Crisis Team	**Reports to Operations Section Lead**
Team Lead	LARA, CHRISTIAN
Member 2/Backup Lead	CALAVAN LUZANO, LAUREN
Member 3	LARA, CHRISTIAN
Member 4	CALAVAN LUZANO, LAUREN
Search and Rescue (SAR) Coordinator	**Reports to Operations Section Lead**
SAR Coordinator	LOPEZ, OSCAR

3. Incident Command System

SAR Backup Coordinator	BELL, TASHA
Search and Rescue Team 1	**Reports to SAR Coordinator**
Team Lead	SANCHEZ, JAVIER
Member 2/Backup Lead	COX, CHRISTOPHER
Member 3	JONES, KAREN
Member 4	LOPEZ, OSCAR
Search and Rescue Team 2	**Reports to SAR Coordinator**
Team Lead	BARRETT, WILLIAM
Member 2/Backup Lead	JOHNSON, BRYAN
Member 3	ROBERTSON, JAMES
Member 4	JOYCE, REBECCA
Search and Rescue Team 3	**Reports to SAR Coordinator**
Team Lead	
Member 2/Backup Lead	
Member 3	
Member 4	
Search and Rescue Team 4	**Reports to SAR Coordinator**
Team Lead	
Member 2/Backup Lead	
Member 3	
Member 4	
Access and Functional Needs Position	**Reports to Operations Section Lead**
Primary	MUSCHAMP, MARION
Secondary	LOPEZ, OSCAR
Security / Utilities Team	**Reports to Operations Section Lead**
Team Lead	HIGUERA AVILA, ADRIANA
Member 2/Backup Lead	HENDERSON, GEORGETTE
Member 3	
Member 4	
Fire Suppression / HazMat Team	**Reports to Operations Section Lead**
Team Lead	HIGUERA AVILA, ADRIANA
Member 2/Backup Lead	HENDERSON, GEORGETTE
Member 3	
Member 4	
Assembly Area Team	**Reports to Operations Section Lead**
Team Lead	BELL, TASHA
Member 2/Backup Lead	LOPEZ, OSCAR

3. Incident Command System

Member 3	
Member 4	
Request Gate Team	**Reports to Operations Section Lead**
Team Lead	ALTON, NATALIA
Member 2/Backup Lead	RODRIGUEZ, YOLANDA
Member 3	
Member 4	
Reunion Gate Team	**Reports to Operations Section Lead**
Team Lead	ALTON, NATALIA
Member 2/Backup Lead	RODRIGUEZ, YOLANDA
Member 3	
Member 4	
Supply / Equipment Team	**Reports to Logistics Section Lead**
Team Lead	HIGUERA AVILA, ADRIANA
Member 2/Backup Lead	HENDERSON, GEORGETTE
Member 3	
Member 4	
Hygiene Team	**Reports to Logistics Section Lead**
Team Lead	HIGUERA AVILA, ADRIANA
Member 2/Backup Lead	HENDERSON, GEORGETTE
Member 3	
Member 4	
Transportation Position	**Reports to Logistics Section Lead**
Primary	HURTADO, JAZMIN
Secondary	SANCHEZ, JAVIER
Documentation / Communication Position	**Reports to Planning Section Lead**
Primary	BELL, TASHA
Secondary	LOPEZ, OSCAR
Staff Accounting Position	**Reports to Finance/Admin Section Lead**
Primary	LOPEZ, OSCAR
Secondary	BELL, TASHA
Cost Accounting Position	**Reports to Finance/Admin Section Lead**
Primary	BELL, TASHA
Secondary	ALTON, NATALIA
Manager of School Emergency Response Box	**Delivers Box Contents to Command Post As Needed**
Primary	ALTON, NATALIA

3. Incident Command System

Secondary	RODRIGUEZ, YOLANDA

4. Training and Exercises

4.1 Training and Exercise Expectations

All school staff shall be trained on the plan (CA E.C. § 32280). Everyone involved in the plan needs to know their roles and responsibilities before, during, and after an emergency. The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that all staff members, as well as students, parents, and community representatives understand emergency roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the District and/or local jurisdiction level. Exercises may range from basic fire and shelter in place drills to full-scale community-wide drills that realistically portray an emergency event and show the role the school plays in school District and municipal planning.

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4. Training and Exercises

4.1.2 *Every School Safe*: Training Certification Table

This school year, our school has conducted the following mandated safety training modules:

Training Module Topic	Audience	Enter Training Date	Resources	Contact
Creating Welcoming Environments **Due 9/25/25**	All school employees	8/13/2025	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	8/22/2025		
	Students	9/16/2025		
Suicide Awareness and Prevention **Due 10/24/25**	All school employees	8/13/2025	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	9/26/2025		
	Students	9/23/2025		
Integrated Safe School Plan **10/3/25**	All School Employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Emergency Readiness (ISSP Public Meeting and School Emergency Team Assignments and Duties Training) **Due 10/31/25**	All school employees (School Emergency Team Assignments and Duties Training)		Principal's Portal	Office of Emergency Management 213-241-3889 oem@lausd.net
	Parents/community (ISSP Public Meeting)- presented in partnership with the SSC or School Safety Planning Committee			
Substance Use Awareness/Fentanyl **Due 11/21/25**	All School Employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.
	Parents			

4. Training and Exercises

	Students			net
De-escalation and Restorative Practices **Due 1/16/26**	Staff		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents			
	Students			
Administrative Investigations **Due 2/27/26**	School Administrators		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Breaking the Silence Child Abuse Awareness **Due 4/30/26**	All School Employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Grooming and Online Grooming Awareness **Due 4/30/26**	Parents		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Students			
Cybersecurity **Due 5/29/26**	All school employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents			
	Students			

4.2 District Documents Concerning Emergencies

For additional context for school site trainings, access LAUSD documents relevant to school emergencies on the LAUSD Emergency Documents page of the Office of Emergency Management (OEM) website.

4.3 Emergency Drills

To be adequately prepared, emergency drills should be executed and then documented at https://www.lausd.org/edrilleval. Training for all emergency procedures can be found through the STEPS program on MyPLN. The REF-5803 Emergency Procedures, Drills and Districtwide Exercises has more information on emergency response actions and required emergency drills. Emergency procedures are also in the Emergency Classroom Quick Guide. The principal should ensure these are reviewed and posted in all classrooms, offices, and common areas.

Four types of emergency drills are required as indicated in the table below, along with the required frequencies by school level. Schools are encouraged to foster relationships with and invite first responders to participate in drills. Schools must also participate in the radio test described in 4.3.5 below.

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4. Training and Exercises

Drill Frequency Table:

Type	Elementary	Middle	Sr. High and Adult
Fire	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per semester at minimum, including summer school.
Lockdown	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.
Earthquake (Drop, Cover, Hold On)	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.
Shelter in Place	Oral review or drill once per semester at minimum, including summer school.	Oral review or drill once per semester at minimum, including summer school.	Oral review or drill once per semester at minimum, including summer school.

Note:
Schools in the Tsunami Inundation Zone should also orally review tsunami protocols.
Review with only staff once per semester, the Rapid Relocation procedures for active shooter incidents meeting the specific criteria in BUL-5469 Lockdown and Rapid Relocation Procedures For All Schools.

4.3.1 Fire Drill

Signal:

(Most sites) Series of three and one half second pulses of electronic emergency horns, followed by a short pause; sequence repeats for at least three minutes.

For most fires, there is no Public Address (PA) system announcement, but the following drill announcement may be used preceding the fire alarm:

"Your attention, please. This is a fire drill. We need to evacuate all buildings when you hear the alarm. Teachers are to take their students and rosters to the Assembly Area and report to their designated section. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have exited."

Fire Drill Procedures

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Evacuate Building, Notifications and Student Reunification.)

4. Training and Exercises

Classroom Actions:

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the principal.
2. Familiarize yourself with the route your class will take before the drill begins.
3. When the signal is given, have students form a single line outside the classroom (form a double line for large classes).
4. Check to see that all students are out of the classroom. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Take student roster and close all doors to prevent the spread of smoke or fire.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single or double line in the designated Assembly Area.
7. Take and report attendance.
8. Wait for the “all clear” announcement or other signal and then return quietly to your classroom in single file.

All other personnel (not assigned to any emergency team): Report to Assembly Area for further instructions.

4.3.2 Earthquake Drill

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. There is typically no advance warning or signal given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal:

The signal for the drill is the following PA announcement.

“Your attention, please. This is a drill. As you are aware, we are experiencing some seismic activity. For everyone’s protection, all students should immediately follow drop, cover, and hold on procedures, which means you should be in a protected position under a table or desk. Hold this position until the shaking stops or you are given further instructions. This is a drill.”

Indoor Earthquake Drill Procedures

Classroom Actions:

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Drop, Cover and Hold on, Evacuate Building, Notifications and Student Reunification.)

1. Initiate the DROP, COVER and HOLD ON action as described in Section 6.4.
2. Drop to knees facing away from any windows.
3. Get under desks or tables and hold on to the furniture where possible.
4. Fold body onto floor with arms close to knees.

5. Place head as far as is possible between knees and grasp furniture leg; cover the crown of the head with the other hand.
6. Stay in this position until shaking stops.
7. Students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

Outdoor Earthquake Drill Procedures

1. Stay clear of buildings, power lines, light poles, etc.
2. Drop to the ground, cover head if possible and hold onto a stable object if available. If stable object is unavailable, place head as far as is possible between knees and cover crown of the head with hands.
3. Remain clear of obstacles and wait until the situation stabilizes and designated staff member gives all clear. Move to the Assembly Area. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

If an earthquake occurs during non-classroom hours i.e., passing periods, recess, or lunch, all persons will proceed to the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.3 Lockdown Drill

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement, and it is necessary to prevent the perpetrator from entering any occupied campus areas. This action is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school.

During a lockdown, students are to always remain in the locked classrooms or designated safe locations.

Signal:

The signal for the drill is the following PA announcement.

“Your attention please. This is a drill. There is a threat to your safety near the school and we are implementing a lockdown. For everyone’s protection, all students should go into the nearest classroom and lock the door. You should be in a protected position, away from doors and windows and anything that can hurt you. Hold this position until you are given further instructions. This is a drill.”

Lockdown Drill Procedures

Classroom Actions:

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4. Training and Exercises

1. (Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Lockdown and Notifications.)When the announcement has been given, all classes will remain in their rooms. Ensure that classroom doors are locked.
2. Redirect any students in hallways or outdoors into the nearest classroom.
3. Physical education classes will proceed into the gym, auditorium, or multi-purpose room and follow the lockdown actions described below.
4. Move students to the most protected areas in the room and lock the door.
5. Have students stay away from doors and windows and sit on the floor (in some instances).
6. Close and lock all doors and windows. If safe to do so, cover all windows, including those in the door or adjacent sidelights by lowering blinds, closing slots, drawing curtains, or covering with paper.
7. If safe to do so, turn off lights, power equipment, appliances, and silence cell phones. All personnel must remain in the classroom until further instructions are received from official sources.
8. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
9. Remain in the secured room with all doors and windows locked, window blinds drawn, and lights off until further instructions are received from official sources.

4.3.4 Shelter In Place Drill

A Shelter in Place indicates an emergency that requires students and staff to remain inside and the ventilation needs to be turned off.

Signal:

The signal for the “Shelter in Place” drill is the following PA announcement.

“Your attention, please. This is a drill. Because we have received information regarding a hazard in the community, we are instituting shelter in place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you. This is a drill.”

Shelter in Place Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Direct any students in hallways into the nearest classroom.
3. Physical education classes or other classes meeting outdoors will proceed into the gym, auditorium, or multi-purpose room.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.

6. Close all doors and windows and move students away from any sources of outside air. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off Heating Ventilation and Air Conditioning units/systems if advised.
8. Cover any vents or holes with posters, paper, or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside by putting laminated posters over vents.
9. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.
10. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.5 Radio Communications Test

Please see updates for the Districtwide Communications Test guidance on the Office of Emergency Management (https://www.lausd.org/drills) and the ITS-Radio Unit webpages. All District schools will have new handheld Emergency Radios in the 2025-2026 school year. All schools will have direct emergency radio contact with LA School Police Dispatch in emergencies when all other forms of electronic communications aren't available.

Please see updates on http://www.lausd.org/drills.

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5. Authorities and References

This section contains a list of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies. It provides for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

5.1 Legal Requirements

CA E. C. § 32280-32288. Requires a comprehensive school safety plan developed with first responder input, identifying appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, an update of the plan annually, and the adoption of emergency procedures and policies. Requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed “drop” procedures. Also requires training of school staff on the plan. Recent changes also require a review process to ensure adaptations (accommodations) for disaster procedures are in place for pupils with disabilities; establishing a procedure to identify appropriate refuge shelter in the event of an evacuation order and a communication and evacuation plan in the event of an early notice evacuation warning.

CA E. C. § 35295-35297. Specifies the components of the earthquake emergency procedure system for schools of more than 50 students, public and private: a school building disaster plan; a drop, cover, and hold on procedure; protective measures to be taken before, during, and after an earthquake; and a program for training students and staff in the adopted earthquake system.

CA E. C. § 32288. School safety plans may include an action plan with input from law enforcement and may determine the fiscal impact of implementing the plan. School safety plans are to be created using existing resources and are not to be developed with private consultants.

CA Code of Regulations § 560. School principals are to formulate the disaster preparedness plan and submit it annually to the Superintendent for approval. Schools are required to test the plan twice a year, not including fire drills.

5.2 Other Related Laws

CA Government Code § 3100 (Disaster Service Workers’ Act). All public personnel, including school District employees and charter school employees, can be declared Disaster Service Workers. As Disaster Service Workers, employees can be held at the work site and assigned disaster relief activities to perform until released during a disaster declared by the President or the Governor or proclaimed by the Mayor.

CA E. C. § 17280, CA E. C. § 81130. Specifies stricter building codes for and more frequent inspections of public-school buildings. It applies to new construction of school buildings and later was amended to include mandatory retrofitting of older, existing school buildings.

5. Authorities and References

CA E.C. § 32040. Requires each school to have a first aid kit.

CA E. C.§ 32001. Schools must have a fire alarm system and sound the alarm and conduct a fire drill at least once every calendar month at elementary schools, at least four times a year intermediate, and not less than twice a year at secondary schools.

CA E. C. § 215. Requires school districts to implement a pupil suicide prevention policy and develop a training for all District employees to increase awareness about suicide. The policy must address high-risk (vulnerable) students, including youth bereaved by suicide, youth with disabilities, youth with mental illness or substance disorders, youth experiencing homelessness or in out-of-home settings such as foster care, and lesbian, gay, bisexual, transgender, or questioning youth.

19 CCR § 1.02 Establishes minimum standards for the prevention of fire and for the protection of life and property against fire, explosion, and panic.

8 CCR § 3221 Sets forth the procedures for Fire Protection Systems.

24 CCR § 1 Adopts the California Fire Code as part of the Code of Regulations. Also referred to as the California Building Standards Code.

5.3 LAUSD Related Policy

LAUSD policies and guidance documents regarding emergencies can be found on the Office of Emergency Management website: LAUSD Emergency Documents.

6. Functional Annexes

Functional annexes focus on critical operational functions and the courses of action developed to carry them out, independent of the threat or hazard requiring response. While these functions should be described separately, it is important to remember that many functions will occur consecutively and that multiple functions may be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and visitors function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

The REF-5803 Emergency Procedures, Drills and Districtwide Exercises contains detailed information on emergency response actions and required emergency drills.

Emergency procedures are also in the Emergency Classroom Quick Guide. The principal should ensure these are reviewed and posted in all classrooms, offices, and common areas.

Training for all emergency procedures can be found through the STEPS program on MyPLN. The LAUSD Staff/Responder Emergency Plan app is also available and includes 21 categories of emergency response procedures, all taken from the ISSP template.

School Closure: The Board has delegated the Superintendent of the Schools with the authority to close any LAUSD school due to concerns for the health and safety of students (Board Rule 1103).

To assist in planning for a school closure, schools can use the Essential Functions for Continuity of Service Form. Once the template has been filled out for all critical employees and functions, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of Service. The District is responsible for maintaining continuity of school functions during a prolonged school closure or during periods of increased absence of administrative staff and teachers. It must develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms). Each school, and all District offices, should have a Continuity of Service Plan in place and begin any necessary cross-training or information exchange in preparation for any possible emergency disrupting in-person instruction pursuant to CA E. C. § 41422 or CA E. C. § 46392. The District Continuity of Service Plan template for schools can be accessed here: Essential Functions for Continuity of Service at School.

Activate the school's Continuity of Service Plan in the event of an emergency disrupting in-person instruction Site administrators must consider how to carry on school operations without staff, for example, Payroll Clerk, Plant Manager, Cafeteria Manager, Coordinator, or Assistant Principal, as well as how school operations will change if students and staff are learning and working remotely. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be completed when those employees are absent. School sites should have at least two people to fill in for missing critical coworkers.

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6. Functional Annexes

Once the school's Continuity of Service Plan has been completed/updated for all critical employees and functions, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of instruction. When emergencies disrupt in-person instruction pursuant to CA E. C. § 41422 or CA E. C. § 46392, it is the District's responsibility to ensure continuity of instruction. During large-scale learning disruption, students may be absent for extended periods, sometimes weeks or longer. As a mitigation strategy, school dismissals, closures, or capacity limitations may be implemented.

The Division of Instruction (DOI) has established alternate modes of learning in the event of a large-scale learning disruption to the District's instructional services. The Division of Instruction will provide guidance to administrators and support the implementation of alternative learning processes.

Instruction may need to be delivered remotely or online. Schools and teachers should have lesson plans and assignments available on Schoology for students who are home for extended periods of time. Multiple methods of communicating lesson content to students and parents should be in place. Schools should ensure that students can:

- log on to Schoology and access class course(s) and assignments
- have necessary instructional materials
- access digital materials using Schoology, and
- use any other necessary technology.

Instructional delivery methods may include:

- using online learning tools, and District-purchased Digital applications
- allowing students to take home schoolbooks and class materials
- posting lessons with materials on school websites
- using Connect telephone messages
- broadcasting lessons via KLCS Channel 58
- utilizing approved education websites
- mailing printed materials to homes, as needed, and
- making printed materials available for families to pick up at school, if safe to do so

The Division of Instruction will provide updates and guidance to administrators. During emergencies, schools and families can visit https://www.lausd.org/learningcontinues for additional information. The Division of Instruction will also communicate with families through Connect, Schoology, and social media.

Attendance and Engagement: Refer to Attachment K, Pupil Services and Attendance: Tiered Attendance Intervention Strategies for Continuity of Services. These strategies include, but are not limited to, the following:

- Verify current contact information of the pupil.
- A plan for outreach from the school to determine the pupil's needs including connection

with health and social services

- Notify the Parent of lack of participation within one school day of the absence (non-attendance day) or lack of participation.
- Tiered reengagement strategies shall be documented in MiSiS.
    - For more information about tiered reengagement strategies, see Attachment K – Pupil Services and Attendance Tiered Attendance Intervention Strategies and or visit the Pupil Services website at https://www.lausd.org/pupilservices.

6.1 Accounting for all Persons

This action is taken to account for the whereabouts and well-being of all students, staff members, and visitors and is one of the first tasks that must be accomplished in any emergency.

Note: The below procedures are used to account for everyone after evacuating from school buildings. Schools should plan how to acquire this information, including accounting for visitors during a lockdown, shelter in place, or another emergency where everyone is inside. Methods may include MiSiS (for student attendance), email, calling the office via classroom phone, or hand-collected rosters/reports. Multiple methods should be planned for due to varied technology and safety factors in an emergency.

Accounting for all Persons Procedures

1. Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to list students/others as appropriate on attendance rosters and on the Missing Persons Report, Injury Report, and/or Supplemental Attendance Report.
2. Personnel working visitor check-in will take the visitor sign-in sheets and visitor stickers to the Assembly Area.
3. Assembly Area Team members will collect student rosters, Missing Persons Report, Injury Report, and Supplemental Attendance Report from teachers and submit them to the Assembly Area Team Lead.
4. The Assembly Area Team Lead will ensure that all visitors are accounted for, have a designated section of the Assembly Area away from students, and sign out when leaving campus.
5. The Assembly Area Team Lead will compile a master accounting of all persons on campus and make reports available to the Operations Section Lead and Incident Commander.

6.2 All Clear

This action is taken to notify staff and students that normal school operations can resume.

All Clear Procedures

1. The Incident Commander (principal or designee) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not

available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. “Your attention, please. You may now return to your classroom and resume usual activities. Thank you all for your cooperation.”

2. The Incident Commander will convene the School Site Crisis Team if the incident was traumatic to the school community.
3. The Incident Commander will make a final notification update to District offices and parents.
4. The Incident Commander will complete an iSTAR to document the incident, including follow-up actions.
5. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

6.3 Crisis Response

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance, and behavior. Common reactions to a school crisis may include shock, confusion, and fear. Although individual students, staff, families, or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or trauma
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

Because of such critical incidents and emergencies, students and staff may exhibit a variety of emotional reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff. Online training about crisis events is available on MyPLN in STEPS courses 207 and 409.

OTHER IMPORTANT DEFINITIONS

Trauma

Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

Psychological First Aid (PFA)

PFA an evidence-informed supportive strategy to help children, adolescents, adults, and families in the immediate aftermath of traumatic events, disasters, and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff, and parents/guardians.

6. Functional Annexes

MULTI-TIERED CRISIS RESPONSE TEAM MODEL

There are three tiers of crisis response: school site, Region, and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the Region, District office, or a combination thereof.

Tier I: School Site Crisis Response

School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The School Site Crisis Team determines if there is a need for additional assistance from the Region crisis team. The School Site Crisis Team may be activated as part of the Incident Command System (ICS) Team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

Tier II: Region Crisis Response

The school site administrator/designee contacts the Region Operations Administrator(s) for support and assistance if the crisis response required is beyond the scope of what the School Site Crisis Team can provide. Assistance from the Region crisis response team includes consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Tier III: District Office Crisis Response

In collaboration with the Region Operations Administrator(s), the school site administrator/designee determines if there is a need for support from the central crisis response team. Assistance from the District office crisis response team includes consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Crisis Response Procedures

1. As the Incident Commander, the principal or designee or designee activates the school ICS Team, including the School Site Crisis Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Crisis Team will provide direct crisis intervention services, including the implementation of PFA.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator and request additional resources, as necessary.
5. The Incident Commander will direct the Planning and Intelligence Team Lead or other authorized user to open or update an iSTAR on the incident, documenting the actions of the Crisis Team.
6. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.

6. Functional Annexes

7. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
8. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

School Site Crisis Response

Crises can impact various areas of the District. They can impact a school, multiple schools, offices and Regions, as well as departments within the District (e.g., Beyond the Bell Branch, Transportation Services Division, Food Services Division, Maintenance and Operations). The following are general preparedness, response, and recovery protocols for the administrator/designee to implement during any crisis in a school, District office, department, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness
   1. Establish a Multidisciplinary School Site Crisis Team
   2. Schedule Regular Multidisciplinary Crisis Team Meetings
   3. Provide Opportunities for Training and Professional Development

B.
   The following are general procedures for the administrator/designee to respond to crisis situations.
   1. Ensure Campus/Office Safety
   2. Identify the Family Liaison(s)
   3. Determine the Facts
   4. Activate the Multidisciplinary Crisis Team
   5. Notify
   6. Assess the Crisis Response Need
   7. Develop a Response Plan

Psychological First Aid: Responding to Crisis Incidents

Psychological First Aid (PFA) is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, act of violence, or terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

For PFA handouts in multiple languages, visit School Mental Health.

1. **LISTEN** to what they say and how they act.
   - Address the feeling/behavior as soon as possible.
   - If a student wants to talk, be prepared to listen, and focus on what they say and how you can be of help.
   - Observe nonverbal communication. Remember that student may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
   - Express compassion and calmness in your statements as well as nonverbal behaviors.
2. **PROTECT** by maintaining structure, stability, and consistency.

- Maintain daily routines, activities, and structure with clear expectations and consistent rules.
- Provide supervision and consistency to encourage successful outcomes.
- Give information that is accurate and age appropriate.
- Keep the environment free of anything that could re-traumatize the student.
- Validate the student's life experience.
- Maintain confidentiality as appropriate.

3. **CONNECT** through interaction, activities, and resources.
   - "Check in" with student on a regular basis.
   - Become familiar with learning support staff at your school (e.g., Psychiatric Social Worker, PSA Counselor, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student.
   - Encourage interactions, activities, team projects with friends and teachers.
   - Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).

   Note: If you suspect child abuse and/or neglect, report to the appropriate child protective services agency, according to BUL-1347 Child Abuse and Neglect Reporting Requirements.
4. **MODEL** calm and optimistic behavior.
   - Model healthy responses by remaining calm, courteous, organized, and helpful.
   - Pay attention to your thoughts, feelings, and reactions about the event. Amid a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
   - Take constructive actions to assure safety.
   - Monitor conversations that students may engage in or hear.
   - Acknowledge the difficulty of the situation but demonstrate how people can come together to cope after such an event.
   - Practice self-care.
5. **TEACH** about normal changes that can occur when traumatized.
   - Student may have different reactions even to the same event.
   - Encourage students to identify and use positive coping strategies to help them after the event.
   - Help your students to problem solve to get through each day successfully.
   - Help students set small "doable" goals and share in these achievements as "wins." Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

6.4 Drop, Cover, and Hold On

This action is taken to protect students and staff from flying or falling debris and is commonly used during an earthquake or explosion.

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6. Functional Annexes

Drop, Cover, Hold On Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the principal may use other means of communication, such as broadcasting on the two-way radio. Classrooms should immediately implement Drop/Lock, Cover, and Hold On when they feel the shaking of an earthquake, even if there is no announcement or no ShakeAlert alert if your school is equipped with the ShakeAlert system which provides advance notice of an earthquake. The Incident Commander (principal or designee) should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention please. We are having an earthquake. Immediately Drop, Cover, and Hold On in a protected position under a table or desk. Hold this position until the shaking stops or you are given further instructions.”
2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should try to be away from windows, but this should not delay anyone from implementing Drop, Cover, and Hold On.
5. Students with disabilities that do not allow them to get under furniture for protection should immediately Drop/Lock, Cover, and Hold On: lock the wheels on any wheelchairs and protect their head and neck with their hands.
6. The Incident Commander will follow Drop, Cover, and Hold On with evacuation to the assembly area (see section 6.5 Evacuate Building below) and notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402.

6.5 Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following Drop/Lock, Cover, and Hold On), or any emergency where the building and its contents are perceived to be a threat to student safety.

Evacuate Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication such as Connect mass notification. The principal or designee should calmly convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the Assembly Area and report to their designated

area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."

2. The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Designated emergency team members/staff will take medications and related documents, as well as other medical supplies/equipment such as first aid kit, AED, EpiPen and sharps container.
4. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
5. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers must list missing students on the Missing Persons Report and submit to the Assembly Area team.
6. Once assembled, teachers and students will stay in place until further instructions are given.
7. The Incident Commander will make appropriate notifications to the District and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training that includes building evacuation is available on MyPLN in courses STEPS 201 and STEPS 401. Fire alarm system training is available on MyPLN in STEPS course 418.

6.6 Indoor Activities Schedule

At any time, a principal can implement an Indoor Activities Schedule to minimize outdoor student activity, to further protect school community from environmental discomforts, and for any reason, including weather-related, that meets the needs of the school.

Indoor Activity Schedules can be used during inclement weather. They can also be used during wildfires, when extra filtration provided when running the heating, ventilation, and air conditioning (HVAC) units is necessary.

Procedures

1. Close all doors and windows.

2. Run the air conditioner, as HVAC systems can improve air quality, due to better filtration than typical home systems.

The difference between Shelter in Place (see 6.11) and Indoor Activities Schedule is that the HVAC system should be on when implementing the Indoor Activities Schedule.

6.7 Lockdown

At any time, a principal can implement an Indoor Activities Schedule to minimize outdoor student activity, to further protect school community from environmental discomforts, and for any reason, including weather-related, that meets the needs of the school.

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Indoor Activity Schedules can be used during inclement weather. They can also be used during wildfires, when extra filtration provided when running the heating, ventilation, and air conditioning (HVAC) units is necessary.

Lockdown Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication, such as broadcasting on the two-way radio or using runners, if it is safe to do so. The principal or designee should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom.”
2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors and windows, and sit on the floor. Cover all windows, including those in the door or adjacent sidelights, by lowering blinds, closing slots, drawing curtains, or covering with paper.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium) and follow the listed lockdown actions above. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. If safe to do so, turn off lights, power equipment, appliances, and silence cell phones.
5. Teachers and students will remain in the classroom or secured area with all doors and windows locked, window blinds drawn, and lights off until further instructions are given by the principal or designee or law enforcement.
6. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.
7. The Incident Commander will call the Los Angeles School Police Department Watch Commander’s Office at (213) 625-6631. The Watch Commander will provide advice and support for the School Incident Commander by interfacing with municipal police and fire departments and sending an LASPD officer to the school.
8. The Incident Commander will make appropriate notifications to the District and parents.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

During an emergency, when the campus must be protected, parents/legal guardians will not be able to pick up their children until the school campus is declared to be safe by law enforcement. In these circumstances, students are sheltered in a secure location for their safety and will be released only when it is safe.

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6. Functional Annexes

Supplemental online lockdown training courses STEPS 203, 302, and 403 are offered through MyPLN.

Details are available in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools.

6.8 Notifications

Response actions should be accompanied by the following notifications:

- 911
- Los Angeles School Police Watch Commander's Office at (213) 625-6631
- Region Operations
- Connect messages to parents and/or staff
- Incident System Tracking Accountability Report (iSTAR)

6.9 Rapid Relocation (option ONLY for Active Shooter on Campus incidents)

More information is available in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools. Active shooter training for LAUSD schools is available from LASPD; for inquiries and to schedule the training, please send your request to activeshootertraining@laschoolpolice.gov. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

For suggested options for perimeter gate access during a Rapid Relocation, please access Attachment C in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools.

Rapid Relocation Procedures

1. When the decision to perform a Rapid Relocation has been made, the School Incident Commander will:
    - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, only if the route is safe. Teachers/staff are to account for any students with a cognitive disability who may not have understood the directions. Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.
    - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.

- Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
- Refer to steps 6-10 below for additional Incident Commander actions.

2. In response to the school's notification, the LASPD Watch Commander will:
   - Research the nature of the event by contacting the area law enforcement agency, and LAFD . Some events may be easily explained to the School Incident Commander, others may be more complex.
   - Dispatch a field officer to the relocation point to advise and support the School Incident Commander.
   - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
   - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
   - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
   - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:
   - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.
   - Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
   - Maintain a perimeter at the off-site relocation point between the school population and others.
   - Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.
4. The Region Operations Coordinator will:
   Connect with the School Incident Commander in person, by phone or radio and provide resources from the Region that might include the following:
   - Dispatch the Region Crisis Team to the school relocation point.
   - Arrange for transportation assets and a receiving school so the students can be moved to a safe location at another school.
   - Send out a Connect message to parents from the Region office with additional information.
   - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the Region office.
   - Assist with reunification.

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5. The Triage Team will work with first responders and local authorities to ensure wounded students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All-Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

During an emergency, when the campus must be protected, parents/legal guardians will not be able to pick up their children until the school campus is declared to be safe by law enforcement. In these circumstances, students are sheltered in a secure location for their safety and will be released only when it is safe.

6.10 Relocation (Off-Site Evacuation)

This action is taken when authorities have determined that it is unsafe to remain on the campus and evacuation to an off-site relocation site is required. This may apply to situations, such as wildfire or tsunamis. These procedures do not apply during an active shooter incident or large hazardous materials release, all of which require more specialized procedures.

Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.

Relocation Procedures

1. The principal or designee becomes the Incident Commander and activates the school ICS Team. The Incident Commander will collaborate with the Region, LASPD, and local authorities to determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The required primary and back-up off-site relocation sites are indicated on the Vicinity Map in the online Integrated Safe School Plan and in the appendix of this plan. Teachers and students will stay together during the evacuation.
2. The Incident Commander will decide if it is more efficient to have classes systematically report first to a gathering point/staging area on campus, such as the auditorium, and evacuate everyone off the campus from that single location.
3. The Incident Commander will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We need to institute an off-site relocation. Teachers are to take their students, roll book, emergency supplies, and report to their designated off-site relocation point (or to the

staging area, if evacuation will be by school bus instead of walking). Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited."

4. If the site will be evacuating by school bus, the Incident Commander will activate the Transportation Support position to assist with planning and carrying out the evacuation, including the evacuation of necessary supplies, such as, water, first aid kit, medications and School Emergency Response Box, to support the school at the relocation site.
5. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
6. The Incident Commander will appoint a team of available staff to sweep the campus and check every room/location to ensure that the entire campus is evacuated. Attendance for students and staff must be taken.
7. Once assembled off-site, teachers will take attendance again and students will stay in place with their teacher until further instructions are given.
8. The Incident Commander will make appropriate notifications to the District and parents, including signage on gates indicating the relocation destination.
9. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.
10. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

6.11 Shelter in Place

This action is taken to place and/or keep students indoors to provide a greater level of protection from airborne contaminants in the outside air or other hazards. Shelter in Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building heating/air conditioning systems. During a Shelter in Place, no one should be exposed to the outside air.

The difference between Shelter in Place and Lockdown is that a Shelter in Place involves the shutdown of heating, ventilation, and air conditioning (HVAC) systems and allows for the free movement of students within a building. However, students in bungalows and buildings with exterior passageways will have to remain in the classroom.

The difference between Shelter in Place and Indoor Activities Schedule is that Shelter in Place requires turning off the HVAC system.

An example of when schools may need to implement a Shelter in Place is when a nearby chemical manufacturer or refinery has an upset which releases hazardous contaminants into the air.

Shelter in Place Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is

not available, the Incident Commander (principal or designee) will use other means of communication, i.e., sending messengers to deliver instructions. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We are implementing a Shelter in Place, due to an air quality issue. Students and staff are to remain inside the building away from the outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under exterior doors and around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office of the number of students in the room with them, their names, and the names of any student who are not accounted for.
4. Teachers are responsible for securing individual classrooms and the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil, plastic wrap, or laminated posters, if possible; and turn off any sources of ignition, such as pilot lights.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. The Incident Commander will monitor news media for information about the incident.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action. Online training about shelter in place is available on MyPLN in courses STEPS 204 and 404.

6.12 Student Reunification

Student reunification is implemented to reunite students with their custodial adult after a critical incident or disaster (a significant fire, natural disaster, violence, school bus accident, etc.) that prevents a normal school dismissal.

Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Gate Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.

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3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian identification, confirm student identity, and keep accurate records of students leaving the campus.
6. Members of the School Site Crisis Team may be asked to assist the Reunion Gate Team. If a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and be informed of their child's condition away from others. It is suggested that a member of the School Site Crisis Team then stay with the parents and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.
8. Members of other School Emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

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7. Threat and Hazard-Specific Annexes

The threat and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in the functional annex need not be repeated in a threat or hazard-specific annex. These annexes were developed at the District level, based on risk analyses.

Use of Smartphones During Emergencies
During an emergency or perceived threat of danger, students will be able to access their smartphones when staff deem it safe for emergency use.

7.1 Active Shooter/Gunfire

More information is available in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Active shooter training for LAUSD school employees is available from LASPD. To request Active Shooter Training for LAUSD employees, please email activeshootertraining@laschoolpolice.gov. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

7.1.1 Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the Incident Commander.
2. The School Incident Commander (principal/designee) will initiate a lockdown, the recommended appropriate emergency function.
3. The School Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so.
4. The School Incident Commander activates the Incident Command (ICS) Team.

The Planning and Intelligence Team Lead will:

- Notify the Region Administrator of Operations and/or Operations Coordinator and request assistance.
- Prepare a message for parents to be sent on Connect.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Operations Team Lead will:

- Ensure that perimeter gates are secured and that all students, staff, and visitors are safely secured behind locked doors.
- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

7.1.2 Rapid Relocation Procedures

1. The School Incident Commander will:
    - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, if the route is safe. Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.
    - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
    - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
    - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
    - Research the nature of the event by contacting the area law enforcement agency, and LAFD. Some events may be easily explained to the School Incident Commander, others may be more complex.
    - Dispatch an officer to the relocation point to advise and support the School Incident Commander.
    - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
    - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
    - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
    - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:
    - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.

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- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
- Maintain a perimeter at the off-site relocation point between the school population and others.
- Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

4. The Region Operations Coordinator will:
   - Connect with the School Incident Commander in person, by phone or radio and provide resources from the Region that might include the following:
     - Dispatch the Region Crisis Team to the school relocation point.
     - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
     - Send out a Connect message to parents from the Region office with additional information.
     - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the Region office.
     - Assist with reunification.
5. The Triage Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All-Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

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7.2 Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Section 7.4 Biochemical/Hazardous Materials as needed.

Aircraft/Vehicle Crash Procedures

1. The principal or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 7.4 Biochemical/Hazardous Material.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Triage Team will check for injuries and provide appropriate medical assistance.
8. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. A Region representative will call the Region Public Information Officer with information on this situation as appropriate.
9. Any affected areas will not be reopened until the Los Angeles County Health HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen. Notify OEHS at 213-241-3199, if it is a fuel or chemical spill and M&O if building or site damage.
10. The School Site Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an off-site relocation.
12. The Incident Commander will notify and update parents via Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

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7.3 Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

Animal Disturbance Procedures

1. The principal or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, School Police (213) 625-6631, LA City Animal Services (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or Triage Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via Connect if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.4 Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Examples of releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity to the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

- Multiple victims suffering from watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

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7.4.1 Substance Released Inside a Room or Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. The Incident Commander will notify and update parents via Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. clothing, extra uniforms, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.4.2 Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area

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upwind from the release. The Incident Commander will, as necessary, initiate the Shelter in Place or Evacuate Building action.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. uniforms, extra clothing, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County Health HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.4.3 Substance Released in Surrounding Community Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if they or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter in Place.
2. Follow all Section 6.11 Shelter in Place procedures.
3. The Incident Commander will call the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the nature of emergency.

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4. The Incident Commander will monitor local news for information about the incident and notify the South Coast Air Quality Management District (SCAQMD) at 1-800-CUT-SMOG or 1-800-288-7664.
5. The school will remain in Shelter in Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.5 Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a school bus field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch by radio or 1-800-LABUSES or the nearest school.

7.5.1 Bus Earthquake Procedures

1. The driver will initiate the Drop, Cover, Hold On action for all persons on the bus.
2. The driver will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The driver will check for injuries and provide first aid as appropriate.
4. The driver will contact Bus Operation Dispatch to report the location and condition of students and the bus. Bus Operation Dispatch will contact and update the school principal and bus supervisors.
5. If it is safe, the driver will proceed to the nearest LAUSD school for possible shelter, upon arriving at the school, the driver is to notify the school principal or designee and remain with the children until further instructions are received from the principal or designee.
6. The principal or designee will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
7. The principal or designee will notify and update parents via Connect.
8. If instructed by the Bus Operations Dispatch or designee to continue the route, the driver will:
    - If enroute to school, continue to pick up students.
    - If dropping students off, continue to do so, provided there is a responsible adult at the bus stop to receive students in Pre-K through second grade and a designated adult for students with an IEP.
9. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
10. The driver will account for all students and staff throughout the emergency.

7.5.2 Bus Flood/Flash Flood Procedures

1. The driver will NOT drive through flooded streets and/or roads.

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2. The driver will take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, the driver will stay in place until help arrives.
4. The driver will contact and update Bus Dispatch to report location and condition of students and the bus. Bus Operations will update the school principal or designee and bus supervisor.
5. The principal or designee will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via Connect.
7. In all instances, the driver will not attempt to cross damaged bridges or overpasses.
8. The driver will account for all students and staff throughout the emergency.

7.5.3 Serious Bus Crash or Bus Fire Procedures

1. The driver will park the bus in a safe location as directed by law enforcement or Transportation supervisor.
2. The driver will set the emergency brake and turn off the ignition.
3. The driver will initiate the Evacuation action for all persons on the bus in the event of a fire. Drivers should keep in mind:
   a. Bus fires can be controlled by using fire extinguishers.
   b. Most modern buses have an integrated fire suppression system to put out engine fires and can be activated by push of a button or automatically triggered by a fire.
4. When an accident occurs, the driver will check for injuries and provide appropriate first aid as deemed necessary prior to the arrival of emergency responders.
5. The driver will immediately notify School Bus Operations Dispatch if an accident has occurred. Injuries will be reported at that time as well as the exact location of the bus.
6. Upon notification of an accident with students on board a bus, School Bus Operations Dispatch will notify the California Highway Patrol (CHP) for assistance.
7. The driver will contact Bus Operations Dispatch to report any updates at the location and condition of the students. School Bus Operations Dispatch will then provide the necessary updates to District personnel.
8. The The principal or designee will notify the Region Administrator of Operations and/or the Operations Coordinator of the incident.
9. The principal or designee will notify and update parents via Connect.
10. The driver will stay with the disabled bus until help arrives.
11. The driver will account for all students and staff throughout the emergency.
12. The Bus Supervisor or other authorized user will open an iSTAR on the incident.

7.6 Demonstration/Walkout

A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized and may be unlawful. Students are sometimes encouraged by protesters (in person or via social media) to participate in a demonstration as it passes by a school. Information is available in BUL-6320 Procedures for Handling Disturbances or Demonstrations on or Adjacent to School Sites.

Demonstration/Walkout Procedures: The principal or designee becomes the Incident Commander (IC), activates the school ICS Team, initiates the appropriate emergency function(s), and takes the following actions:

1. In anticipation of, or during a disturbance, disorder, or demonstration, key school personnel must be released and made available to assist the principal in class coverage and to implement the school emergency plans.
2. The principal (or designee) may contact other resources for additional assistance.
3. The principal shall contact the Region Operations Coordinator and determine what additional resources will be necessary to address the situation.
4. The Region Operations Coordinator, in consultation with the Division of District Operations, will contact additional District resources, such as: School Police, Office of Communications, Transportation, and/or Food Services.

The IC shall:

5. Inform students, in the presence of adult witnesses, that they should attend classes.
6. Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or the classroom.
7. If students leave campus, school site administrators do not have a legal obligation to protect the safety and welfare of the students. If the student demonstration or walk-out causes a disruption to the general public, local law enforcement may respond to the situation. Los Angeles Unified has no control over how local law enforcement will handle the situation.
8. As soon as possible, prepare a letter to notify parents of what occurred.

It is the responsibility of the IC to maintain adequate safeguards to ensure the safety and welfare of students, school personnel, and school property. If necessary, the IC must ensure that the school initiates a lockdown and, if a lockdown is initiated, the IC should take the following steps as appropriate:

9. Designate only one entrance and one exit for all persons entering or leaving the school site. The Security/Utilities Team will immediately proceed to this one entrance and one exit to control ingress and egress.
10. Do not allow the public or any unauthorized individuals or groups, including parents, to enter the campus.
11. Require each person entering the campus to sign his/her name and record his/her address, telephone number, and the time entered and departed.
12. Remind teachers to keep classroom doors locked and not release students for any reason.
13. Assign staff members to receive and direct all telephone calls related to the emergency. Provide designated persons with a script containing all information to be released.
14. Communicate and update staff using the school public address system, email, Connect, or other means as appropriate.

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15. Provide written updates or utilize faculty meetings to keep staff informed of developments. Also, identify key faculty members to help keep staff informed.
16. Maintain a “log” to record the date, time, and nature of each incident, names of the persons involved, reliable witnesses to the event, and description of the action taken. The Planning and Intelligence Team's Documentation Unit should keep this log.
17. Make plans for the school schedule and supervision program for the following day.
18. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
19. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.7 Disorderly Conduct

Disorderly conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the individual is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate. Information is available in BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) and BUL-5799 Threat Assessment and Management (Student-to-Student, Student-to-Adult, Student-to-School). Online training about threats is available on MyPLN in courses STEPS 208 and 408.

Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by the school administrator and/or School Police.
2. Staff will immediately notify the principal or designee.
3. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call School Police at (213) 625-6631 and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the individual in a calm, non-confrontational manner and request they leave the campus. Avoid any hostile situations.
6. If the individual is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Connect, as necessary.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.

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10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.8 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The below procedures should be implemented in response to all earthquakes, regardless of magnitude.

Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402. Other resources are available through the OEM and STEPS websites.

7.8.1 Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to immediately Drop, Cover, and Hold On. If your school is equipped with the ShakeAlert system which provides advance notice of an earthquake, you will immediately Drop, Cover and Hold On upon receiving an alert through PA system.
2. Students with disabilities that do not allow them to get under furniture for protection should immediately Drop/Lock, Cover and Hold On. They should lock the wheels on any wheelchairs and protect their head and neck with their hands.
3. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
5. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
6. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The Triage Team will set up the triage stations, check for injuries and provide appropriate medical assistance.
8. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.

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10. The Incident Commander will contact the Region Administrator of Operations and/or Operations Coordinator to determine additional actions that may be necessary. If the School Emergency Status Report (SESR) is activated, school conditions will be reported through this tool. Region personnel will communicate conditions to the District's Emergency Operations Center.
11. If SESR is not being used or not functioning, the Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
12. The Incident Commander will contact the Area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
13. Any damaged areas will not be reopened until the Area Facilities Team provides clearance and the Incident Commander gives authorization to do so.
14. The Incident Commander may initiate a Relocation if warranted by changes in conditions at the school.
15. The Incident Commander will direct the Planning and Intelligence Coordinator or another authorized user to open an iSTAR on the incident.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.8.2 Earthquake during Non-School Hours Procedures

Note: These procedures should be followed only when some staff is on campus.

1. Upon the first indication of an earthquake, everyone on campus is to immediately Drop, Cover and Hold on. If your school is equipped with the ShakeAlert system which provides advance notice of an earthquake, you will immediately Drop, Cover and Hold On upon receiving an alert through PA system.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.
   Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the School Police Watch Commander's Office at (213) 625-6631 that you are on campus before beginning a site assessment.
3. The Incident Commander should confer with the Region Administrator of Operations and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
4. If the school cannot be occupied, the Incident Commander and Region Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will notify staff members and parents via Connect.

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5. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.

7.9 Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

7.9.1 Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On or Take Cover if outdoors in an open area.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 and School Police at (213) 625- 6631 and OEHS at (213) 241-3199 to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. The Region office will inform the Region Public Information Officer of the situation.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate emergency functions. Action may include Shelter in Place, Evacuate Building or Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff, and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. The Triage Team will check for injuries and provide appropriate medical assistance.
10. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
11. The Planning and Intelligence Team Lead will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the Area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will

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maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.

15. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
16. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
17. The Incident Commander may initiate a Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.2 Risk of Explosion on School Property Procedures

1. If a school is notified by authorities of the risk of an explosion, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff, and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the fire department arrives.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Lead will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
9. The Incident Commander will notify and update parents via Connect.
10. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
11. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the Region Administrator of Operations.

13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate a Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.3 Explosion or Risk of Explosion in Surrounding Area Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place response action.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Incident Commander will notify and update parents via Connect.
6. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
7. The school will remain in a Shelter in Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure waves, expanding fireball, and subsequent radioactive fallout. More information about incidents involving radioactive material is available in the resource In The Event of a Nuclear Incident: A Reference for Schools and on MyPLN in courses STEPS 205 and 405.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide details on the area and personnel affected at the school.
4. After the initial blast, ICS teams should provide medical assistance and extinguish small fires as needed.
5. The Incident Commander will ensure the prompt relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
6. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the ISSP for gas supply shut-off valve) and fans in the area; close and lock

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exterior doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; cover windows, seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
11. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
12. The school will remain in Shelter in Place until the Los Angeles County Department of Public Health or other appropriate agency ends the Shelter in Place or issues relocation instructions. Authorities may advise relocation.
13. The Planning and Intelligence team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the Region Administrator of Operations.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.5 Explosive Device Threat/Suspicious Package

Response to an explosive device threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call, email, social media, or other means that may present a risk of an explosion. Information is available in the BUL-6460 Explosive Device Threats and Suspicious Devices.

7.9.6 Explosive Device Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
    - Nature of threat on phone line
    - Name of school
    - Phone number of line receiving threat
    - Name and contact information of staff member
2. The person answering the threat call should immediately inform the principal, and then use the Explosive Device Threat Form to gather and record information about the call.

Explosive Device Threat Form Questions include:

- Where is the explosive device (building, location)?
- When is it going to explode?
- What kind of explosive device is it? What does it look like?
- Who set the explosive device? Why was the explosive device set?
- What can we do for you to keep the explosive device from exploding?

- What is your name?
- How old are you?
- Where do you live?
- How can you be contacted?

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

- Caller Characteristics:
  - Gender
  - Age
  - Accent
  - Slurred/impaired speech
  - Recorded/disguised voice
  - Familiarity
  - Irrational/incoherent
- Background Noise:
  - Traffic
  - PA System
  - Typing
  - Other

3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls School Police at (213) 625-6631 who will advise the school. In most cases, School Police will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with School Police, will determine the appropriate emergency functions, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
4. If the school discovers unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
5. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. No attempt should be made to investigate or examine a discovered suspicious object.
7. The Incident Commander will notify and update parents via Connect
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. After the search, the Incident Commander will consult with Law Enforcement to determine any alteration to the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
10. When a suspicious object or explosive device is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.

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11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
12. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
14. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
15. After the incident is over, the Incident Commander will complete the Explosive Device Threat Report, submit a copy to LAUSD atwcoffice@laschoolpolice.gov, submit a copy to Region Operations, keep a copy at the school site, and upload it to the iSTAR created for the incident.

Explosive Device Threat – Other Means

If an explosive device threat is received via letter, email, social media, or other means, the principal will consult with LASPD to determine a course of action. The principal will make the appropriate notifications and take other actions as described above in Section II, Procedures for Explosive Device Threat – Telephone, D-P, as necessary.

7.9.7 Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the principal or designee should be immediately alerted.
2. The principal or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security/Utilities Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.

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9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The School Site Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
13. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete only section II (Report by Principal) of the Explosive Device Threat Report, submit a copy to LASPD at wcoffice@laschoolpolice.gov, submit a copy to Region Operations, keep a copy at the school site, and upload it to the iSTAR created for the incident.

7.10 Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

7.10.1 Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Online training about fires is available on MyPLN in courses STEPS 201 and 401. Online training about fire alarm systems is available on MyPLN in course STEPS 418.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the fire. Region personnel will contact the Region Public Information Officer with information on this situation.
5. Teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for

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any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.

6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify OEHS at (213) 214-3199 that a fire occurred.
10. The Incident Commander will notify and update parents via Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
12. If needed, the Logistics Team Lead will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
13. Any affected areas will not be reopened until the Los Angeles City or County Fire Department, or appropriate agency provides clearance, and the school administrator issues authorization to do so.
14. For fires during non-school hours, the Incident Commander and the Region Administrator of Operations will assist in the determination of whether the school opens the following day.
15. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the “fire is out.”
16. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.10.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school or a wildfire that impacts the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Shelter in Place, Evacuate Building or Relocation.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The HazMat/Fire Team will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.

5. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Exercises.
6. In addition, the principal can determine air quality by accessing the Los Angeles Unified Know Your Air Network. The network consists of over 200 air quality sensors deployed at school sites and facilities throughout the entire 710 square-mile District to show local conditions in real time. Every school in Los Angeles Unified has a network sensor nearby (within approximately 1.6 miles), allowing all schools to determine air quality by looking at the nearest sensors. The network can be accessed at https://www.lausd.org/knowyourairnetwork.
7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. Region personnel will call the Region Public Information Officer with information on this situation.
8. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
9. The Incident Commander will notify OEHS at (213) 241-3199 of the fire.
10. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
12. The Incident Commander will notify and update parents via Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
14. If needed, the Logistics Team Lead will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
15. The Incident Commander will initiate a Relocation if warranted by changes in conditions.

Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will update the school community.

7.11 Food/Beverage/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or beverages served for the various food programs. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or beverage supplies, or if notified of possible food contamination by Central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses. Online training about food safety is available on MyPLN in course STEPS 417.

Note that the Food Services Division will support with the procedures related to food and beverages that they serve.

Suspected Contamination of Food/Beverage/Water Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will isolate and secure the suspected contaminated food/beverage/water to prevent consumption, and will restrict access to the area.
2. The Incident Commander will notify:
   - 911
   - School Police (213) 625-6631
   - County Department of Health Services (213) 974-1234
   - Office of Environmental Health and Safety (213) 241-3199
   - Food Services Division (213) 241-2993 or (213) 241-6419
   - District Nursing Services (213) 202-7580
   - Region Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Lead will make a list of all potentially affected students and staff and provide the list to responding authorities.
4. The Triage Team and/or school nurse will assess the need for medical attention and provide medical assistance as appropriate.
5. The Planning and Intelligence Team Lead will maintain a log of affected students and staff and their symptoms, the food/beverage/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the Los Angeles County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents via Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

The Food Services Division will conduct their own investigation if the contaminated food/beverage originated from the cafeteria. A Quality Control Incident Form is completed by the cafeteria manager and submitted to a Nutrition Specialist at the Food Services Division central office within 24 hours. He/she reviews the form, notifies the vendor from which the contaminated food/beverage originated, and has a sample of it picked up from the school to undergo laboratory testing. The lab results take 2-5 working days. If tests show positive for food-borne illness, Food Services reports the findings through iSTAR and to OEHS for direction and follow-up.

For cases involving water contamination, as well as non-cafeteria food and beverage spoilage or contamination, OEHS will support the school with proper protocol.

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7.12 Public Health Emergency

The District's pandemic strategic plan is available here: LAUSD COVID-19 Compensatory Education Plan.

A Public Health emergency involves an infectious disease outbreak or a pandemic which requires a large-scale emergency need for medical health care services. A pandemic is the worldwide spread of a new disease, according to the World Health Organization. A pandemic occurs when a new virus emerges for which there is little or no immunity in the human population, begins to cause serious illness, and then easily spreads person-to-person worldwide. A Public Health emergency is often due to an influenza outbreak or other infectious disease that affects a school community. These incidents can also be more local and contained such as a suspected tuberculosis or measles outbreak at a school. During a suspected Public Health emergency, the principal or designee will consult with District Nursing Services at (213) 202-7580 and Student Medical Services at (213) 202-7590. Online training about Public Health emergencies is available on MyPLN in course STEPS 416.

During a large-scale Public Health emergency, the District will mobilize designated staff for a uniform, systemic, and comprehensive response. Both District and local level Operations staff will serve a critical role in gathering and dissemination information and supporting schools. L.A. Unified recognizes the authority of the Los Angeles County Public Health Officer in matters related to a disease outbreak or other Public Health crises and will work cooperatively with the Health Officer to prevent, mitigate, and respond to cases. The Health Officer and Public Health disease control specialists will evaluate the local situation and determine actions necessary to control the disease outbreak in schools and in the community. Health Officer Orders, guidelines and instructions will be continually revised and updated as the outbreak is tracked in the county. Illness may spread rapidly or slowly, may vary among communities locally, nationally, and worldwide, and the outbreak may persist over several months or even years.

During Public Health emergencies, schools may be approached by parents, teachers, and staff who are concerned about the health and safety of students. Specific details and updates including mitigation efforts and County orders will be provided on an ongoing basis as events evolve and directives change. It is imperative that the most updated information be sought and implemented. These will be shared through multiple means, including email, Connect messaging, KLCS, official District social media, virtual town halls, or other forums.

In a disease outbreak or pandemic, information materials may include:

- Letters to parents, teachers, and staff with instructions and risk communication information as issued by the Public Health Department's Health Officer.
- Brochures, infographics, and other informational materials.
- Frequently Asked Questions (FAQs).
- District webpages, maintained with links and updated information as knowledge evolves about the pandemic.

Healthy Habits to Reduce Public Health Emergency Impact

7. Threat and Hazard-Specific Annexes

Schools can reduce the impact and spread of an infection by reinforcing basic healthy habits. Follow and promote the below practices and be aware that additional specific measures may be required to address the circumstances of the public health emergency. These practices include:

- Wash hands often. Require that all employees and students wash their hands with soap and water for at least 20 seconds after visiting the restroom or changing diapers/toileting, before and after eating and after handling animals or animal waste. If soap and water are not available, schools can purchase approved sanitizer from the District Warehouse. Schools must stock adequate hand-washing supplies for all restrooms.
- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity.
- Get vaccinated. Vaccination can drastically reduce the chance of contracting many diseases.
- Routinely clean and disinfect surfaces. Cleaning with soap and water removes dirt and most microorganisms. Using a disinfectant kills additional disease-causing germs. All common surfaces should be disinfected frequently with an approved product. A list of District-approved products is available through the LAUSD's Office of Environmental Health and Safety website.
- Stay at home if you are ill or have signs or symptoms of an infection. Students who become ill while at school should be sent home as quickly as possible. Note that for some infectious diseases, infected individuals may not present any symptoms or symptom manifestation may be delayed.
- Exclude from all school activities students and staff who are symptomatic. In the event of any Public Health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with noticeable symptoms such as an elevated temperature, cough, runny nose, or other symptoms common for that outbreak, should be separated from the general school population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.
- Handle and prepare food properly. Buy and refrigerate perishable foods quickly. Store food properly. Wash hands, kitchen surfaces, and utensils while preparing food. Wash raw foods and vegetables.
- Avoid exposure to all blood and other body fluids. Use gloves and practice thorough and frequent handwashing.
- Waste Disposal: Schools should carefully dispose of waste. A container lined with a biohazardous bag marked with the international biohazardous symbol is recommended for disposal of waste containing blood or any bodily fluid spills that may contain blood. This waste should be double-bagged. If needles, syringes, or lancets are used in the school setting, arrange for an appropriate Sharps container. The container must have the proper Sharps waste label attached. Place intact needles and syringes in the

designated Sharps container. Do not bend or break needles. Do not recap needles. Once sharps containers are ¾ full, it needs to be closed and disposed of into a consolidated bin. On site medical staff are responsible for disposing sharps container(s) into labeled sharps consolidation bin. Contact Nursing Services for directions about disposal of these types of contaminated materials. Also reference OEHS' Disposal Procedures for Hazardous Waste and Universal Waste (REF-4149 Disposal Procedures for Hazardous)

Continuity of instruction. When emergencies disrupt in-person instruction pursuant to CA E. C. § 41422 or 46392, it is the District's responsibility to ensure continuity of instruction. During large-scale learning disruption, students may be absent for extended periods, sometimes weeks or longer. As a mitigation strategy, school dismissals, closures, or capacity limitations may be implemented.

The Division of Instruction (DOI) has established alternate modes of learning in the event of a large-scale learning disruption to the District's instructional services. The Division of Instruction will provide guidance to administrators and support the implementation of alternative learning processes.

Also, see School Closure in Section 6: Functional Annexes.

Reopening. When the risk subsides, the District will consider Public Health guidance, scientific research, and local-level factors to implement a partial, incremental, or total return to normal operations. Any such decisions will be communicated to and coordinated with regional leadership who will then communicate with school sites.

The District will work with local-level offices to provide guidance to schools such as: campus cleaning and other pandemic-related safety procedures; student academic assessment, academic intervention, and grading; mental health services for students and employees; assessing students with disabilities in reviewing, revising, or creating IEPs; remediation, if the school was used for emergency operations; and accounting for students who do not return to school.

Considerations for Emergency Preparedness

Based on the nature, scale, and duration of the pandemic, as well as whether any in-person instruction is/may be taking place, school administrators should plan for a potential need to address the following, as applicable:

- Schools are expected to conduct all required emergency drills with each campus cohort during hybrid learning. Schools that have groups of students rotating through campus will need to hold drills for each schedule. Drill frequency table is available at http://lausd.org/drills.
- Submit emergency drill evaluations separately for each cohort.
- Conduct an ISSP review to update staffing and ensure that everyone with an emergency role will be working in person.
- Develop contingency plans for handwashing during disasters or during a loss of water on campus. Identify any outdoor handwashing stations that may be used during a disaster.

- Evaluate any designated outdoor isolation/quarantine areas for potential use for the same purpose during emergencies requiring evacuation. Consider: distance from buildings (building damage/rubble), reasonable distance from assembly area, line of sight (preferable), and communication between areas. If the existing areas are not suitable, identify isolation and quarantine areas near the assembly area for any students or employees who present symptoms and need to be isolated or quarantined. Assign staff to monitor these areas as needed.
- Identify alternate indoor spaces to use during lockdowns and shelter-in-place incidents/drills for each outdoor isolation and quarantine area and for outdoor classrooms, if any.
- Evaluate current assembly area and determine potential need to redefine or expand it to accommodate appropriate physical distancing; if necessary, establish a larger assembly area that will allow for proper social distancing.
- Establish the expectation that teachers should bring classroom hand sanitizer when evacuating.
- Inventory current emergency supplies and evaluate supply needs in classrooms, offices, and the emergency bin, including those specifically needed due to the nature of the outbreak/pandemic, including PPE for any parents/guardians who show up to collect their child at the request/reunion gates.
- Ensure that all staff are aware of and practice revised emergency procedures.
- Discuss changed/additional emergency actions during professional development and parent meetings.
- Consider using various communications channels, such as email, text, or Connect, to share key details of the modified emergency plan with parents/guardians, including expectations at the request and reunion gates.
- Review with students the additional emergency actions they will need to take. If these measures are new to the emergency response process, teachers and support staff should monitor and support students as they follow these protocols to facilitate proper implementation.

Additional Considerations

The following can facilitate the prevention and/or mitigation of outbreaks/pandemics.

Health Education Messages: Health education materials are critical because the impact and spread of a virus can be reduced or eliminated by training and education. Health education will also mitigate fear and reduce behavior or actions that will be disruptive to school activities. Education is also important as knowledge and mitigation strategies can change when dealing with a novel virus. As knowledge evolves, schools must ensure proper updates are followed and shared. Everyone at school should follow and help reinforce safe and healthy hygiene practices with students and the rest of their school community.

Alternative Use of District Buildings: School administrators and employees shall be aware that the LACDPH or other government entity may ask to use schools as Points of Distribution (PODs) in response to an outbreak. They may use a large room, such as the gym, to vaccinate or

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distribute medication to the community or they may use a school parking lot to distribute food or other basic necessities. If LACDPH asks to use schools as PODs, OEM and the Region will work with site administration at selected sites to coordinate the activity. The Superintendent may also decide to use our own facilities to provide similar services to our school families and community.

Additional Responsibility of School Administrators: Administrators should prepare to facilitate the following, depending on the nature and scale of an outbreak/pandemic:

- Collection and submission of data on the numbers of students who are ill with a given disease.
- Visitation by LACDPH, which may visit schools to evaluate the implementation of Health Officer Orders and guidelines.

They may use its emergency reporting platform, School Emergency Status Report (SESR) or other resources to help track and report staff and student attendance or other metrics. Schools must adhere to any temporary changes in attendance recording protocols to ensure proper reporting. During a pandemic, these systems can be used to help determine District absenteeism rates and inform decisions made by the District or Public Health Officer to strengthen, implement, maintain, or forecast protective measures.

7.13 Suicide Risk and Self-Injurious Behavior

Procedures for Responding to Students who Exhibit Suicidal Ideation/Behavior

The school administrator should ensure that all incidents of suicidal ideation and/or behaviors are properly assessed, in accordance with the guidelines and protocols indicated in the District's BUL-2637 Suicide Prevention, Intervention, and Postvention (Students).

Suicide is death caused by self-directed injurious behavior with the intent to die. Sometimes there may be a precipitating event, such as a break-up or recent death of a loved one, prior to the death by suicide. However, it is important to remember that suicide is a complex phenomenon that cannot be attributed to one single cause.

The primary purpose of a suicide risk assessment is to determine if a person of concern poses a risk to themselves. The following are general protocols and procedures for the administrator/designee, crisis team member, and/or STPL to respond to reports of students at risk for suicide.

There are four stages for the suicide risk assessment process:

- Stage I: Immediate Risk Reducing Interventions
- Stage II: Assess for Suicide Risk
- Stage III: Communicate with Parent/Guardian
- Stage IV: Implementing Action Plan

Within each stage, the urgency of the situation may dictate the order in which the subsequent protocols are followed and necessary.

For support and consultation, contact the Student and Family Wellness Resources Line at (213) 241-3840, Monday through Friday.

In case of an emergency, call 911. For law enforcement and/or after-hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

7.14 Threat to Others

The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the District's BUL-5799 Threat Assessment and Management (Student-to-Student, Student-to-Adult).

For support and consultation, contact the Student and Family Wellness Resources Line at (213) 241-3840, Monday through Friday.

In case of an emergency, call 911. For law enforcement and/or after-hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

Employees as Mandated Reporters of Student Threats or Perceived Threats

In accordance with CA E.C. § 49390-49395, all employees are mandated reporters of student threats or perceived threats to commit a homicidal act related to school or a school activity.

- An employee who is alerted to or observes any student threat or perceived threat to commit homicide, must immediately report the threat or perceived threat to the Los Angeles School Police Department (LASPD) at (213) 625-6631 or local law enforcement, as well as the site administrator.
- Upon receiving a report of a threat or perceived threat, the local law enforcement agency, with the support of the school site or local educational agency, shall immediately conduct an investigation.
- An investigation by law enforcement, including LASPD, is not a substitute for a multidisciplinary threat assessment team meeting.

Protocol for Responding to Threats of School Violence

A threat assessment should be conducted when there is a direct, clear, and plausible threat of serious physical violence toward another person or District site. Additionally, a threat assessment could be conducted if the totality of the circumstances warrants an assessment. In general, to evaluate a threat, the team should have as many details about the person of concern, including baseline behavior, worrisome behaviors, threats made, and relevant past behaviors. For example, information gathered can include specific details about the thoughts and planning of a specific threat. A lack of specific details may indicate that little thought has gone into the threat and the threat maker is just venting frustration or trying to frighten people. A threat that contains specific details about targets, weapons, locations, and motivation is much more likely to be carried out. The more detail contained in a threat, the more thought that has gone into the planning.

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7. Threat and Hazard-Specific Annexes

The primary purpose of a threat assessment is to determine if a person of concern poses a risk of violence to the target(s) they have threatened. The following are general protocols and procedures for the administrator/ designee to respond to any reports of school violence or threats in schools, at District and school-related activities, and in areas within the District's jurisdiction.

There are four stages for the threat assessment and management process:

- Stage I: Immediate Risk Reducing Interventions
- Stage II: Information Gathering
- Stage III: Multidisciplinary Threat Assessment Team Meeting
- Stage IV: Implementing Action Plan

Within each stage, the urgency of the situation may dictate the order in which the subsequent protocols are followed and necessary.

7.15 Tsunami

A tsunami is a series of ocean waves that sends surges of water onto land. Waves sometimes reach heights of over 100 feet and can cause great destruction. Tsunamis are typically caused by large, undersea earthquakes, but may also be caused by underwater landslides or volcanic eruptions. Shaking events can generate a tsunami in the area where the shaking occurred with little warning time, or thousands of miles away, with several hours of warning time.

These procedures should be followed by the designated schools near the ocean or on field trips to or near the beach or when a distant or local shaking event has occurred and generated a tsunami. Schools located inside the known tsunami inundation area have a Tsunami Annex for their ISSP. All of the identified schools have been issued weather alert radios that send out tsunami advisories from the National Oceanic and Atmospheric Administration (NOAA). Information is available in the LAUSD REF 5435 NOAA Weather Radio All-Hazards Alerts.

Tsunami Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, Evacuate Building, or Relocation. If on a field trip, this duty is a responsibility of the lead teacher or administrator in charge of the field trip. The specific action will depend on how close the school is to the ocean, and how much time there is to act.
2. The Incident Commander or school Public Information Officer will monitor local news outlets for information such as evacuation notices and initiate further actions as appropriate. Schools in the Tsunami Inundation Zone have a NOAA weather alert radio with battery back-up in the Main Office.
3. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the area identified in the school's tsunami annex. The evacuation destination for a field trip should be to land that is at least 100 feet above sea level. Evacuees should stay away from coastal and low-lying areas. Waves may continue for several hours and travel several times faster than walking, running, or driving.

4. In the event of an evacuation, teachers will take students rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
5. The Incident Commander will notify School Police at (213) 625-6631 and the Region Administrator of Operations and/or Operations Coordinator of the incident. Region staff will inform the Region Public Information Officer of the situation.

* The above procedures are also followed for field trips on or near the beach if there is a threat of a tsunami.

7.16 Utility Failure

A utility failure is a situation involving a loss of water, power, or other utilities on school grounds.

7.16.1 General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Section 7.10 Explosion/Risk of Explosion on School Property.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, or Evacuate Building.
4. The Incident Commander will notify the Area Maintenance and Operations (during business hours) or School Police at (213) 625-6631 (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Area Maintenance personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the loss of utility service.
7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
8. The Incident Commander will notify and update parents via Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

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12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

7.16.2 Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many issues can be easily solved if the school has adequate emergency supplies:

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the “flush.” Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5-gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets and toilets lined with plastic bags generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs.

   Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and should be stored with the other emergency supplies.

   If portable toilets are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible toilets for students with specific needs. Mark at least two of the portable toilets for faculty use.

2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.

3. **Drinking Water** - Drinking water can be addressed in many ways. Water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often the utility provider or Maintenance and Operations will obtain bottled water for the school.

   If schools are using water from the emergency water barrels, they must re-chlorinate the water 30 minutes before it is made available for consumption. Details are available in the REF-5451 School Site Emergency/Disaster Supplies.

4. **Fire Suppression** - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. For complete and specific instructions, please see REF-1909 Procedures for Fire Protection Systems. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the fire department and alert and evacuate the building occupants. The fire department and

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the Office of Environmental Health and Safety at (213) 241-3199 must be notified. Logs must be kept, documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

- Los Angeles City Fire Department (Valley) (818) 728-9922
- Los Angeles City Fire Department (Los Angeles) (213) 978-3800
- Los Angeles County Fire Department (323) 881-2455

Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure they followed the Fire Code.

6. **Other Concerns** - At secondary schools, there may be a request to use the showers, which cannot be accommodated. The nurse may also ask for water to wash hands. They may be able to use waterless hand cleaner, but they will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for the nurse to use at the sink in the Health Office or provide bottled water.

7.16.3 Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to instruction; it is common practice for students to remain in classrooms during a power outage.

   Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning.

   Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators and rechargeable portable power stations are also used to supplement battery-powered medical devices for students with special needs.

   In a prolonged power outage, the Maintenance and Operations Branch provides a generator to power the cafeteria. The cafeteria has food that needs to be kept at specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

2. **Students on Ventilators** - The students who use ventilators are provided with a small, portable generator rechargeable portable power stations to keep the ventilator battery charged during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should immediately contact the Office of Emergency Management at 213-241-3889.
3. **Fire Alarms and Suppression Systems** - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. For complete and specific instructions, see REF-1909 Procedures for Fire Protection Systems. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, and be able to notify the fire department, and alert and evacuate the building occupants.

   The fire department and the Office of Environmental Health and Safety at (213) 241-3199 must be notified. Logs must document who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

   - Los Angeles City Fire Department (Valley) (818) 728-9922
   - Los Angeles City Fire Department (Los Angeles) (213) 978-3800
   - Los Angeles County Fire Department (323) 881-2455

   Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure that they abided by the Fire Code.

4. **Food Service** - The cafeteria staff may not be able to heat food without electricity or gas. If the loss of power is expected to last through nutrition or lunch or other meals provided at school, immediately contact your Cafeteria Manager and your Area Food Services Supervisor. They can arrange for food to be brought in from an off-site location. In a prolonged power outage, the Maintenance and Operations Branch will provide a generator to power the cafeteria. The cafeteria has food that needs to be kept specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer or the food will be transported to a neighboring school or the Pico Rivera Foods Warehouse.

7.16.4 Loss of Communications Procedures

Schools regularly communicate with staff, parents, and other schools/offices using a variety of methods. Back-up methods of communicating must be identified for each system in case a primary communication system is not functioning. Communications systems may be inoperable or have intermittent service due to an issue that impacts only that system, result from an emergency or disaster that causes an outage of communications, or due to system overload

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when too many people try to use a system following a disaster. During some types of large emergencies/disasters, multiple communications systems may be down or unreliable.

A best practice is to send important communications by multiple methods (for example a voice message and a text or a newsletter that is emailed to parents and a hard copy sent home with students). It is essential to use multiple communications methods during a disaster to increase the likelihood that critical information is successfully received. The table below identifies some methods of communications commonly used by schools and which can be incorporated in a school's plan for loss of communication.

During a disaster, phone line and other communications systems use should be limited to essential information to minimize system congestion. Internet service and other data storage systems may also be unavailable during a disaster. Schools should maintain a list of key contacts downloaded onto devices and multiple copies of printed contact lists in the School Emergency Response Box.

Common School Communications Methods:

Communication Method	**Information Types**
Landline telephone	Live voice calls; recorded voice messages
Email	Written messages; digital print materials
Public address system	Live voice broadcast information to campus groups
Two-way radio	Live voice information to select campus group; emergency communications between designated schools and with LASPD; see the Emergency Radio Communications Reporting Tree for more details
Bull horn	Live voice information to campus group
Printed materials	Distributed in person
Runners/messengers	Live messages or distribution of printed materials
Cell phones	Live voice calls; recorded voice messages; text messages
LAUSD and school websites	Schedules and digital materials including policy, protocol, and other information
Connect	Automated outbound voice messaging, email, or text messaging to larger distribution groups
Social media	Written messages; digital print materials

Additional considerations for communications methods:

1. **Phone Systems** - School PBX phone systems have a battery back-up because they run on computers. This allows the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside analog phone line that does not go through the PBX. If the PBX system fails, the fax line will still work, and schools should keep a single-line phone handset that can be plugged into this line during a loss of power or loss of phone lines. In the event of a major disaster such as an earthquake,

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these phone lines have been listed with the phone company as “essential service lines” and will be restored first.

If a school must relocate off campus during an emergency, it can forward the main school number to an administrator’s cell phone if possible. This will allow the school to still receive incoming calls from the school’s landline phone.

An increasing number of schools have telephones that operate using Voice Over Internet Protocol (VOIP) systems. These phones, and other equipment that uses VOIP, may not function during a loss of internet service.

Additionally, schools may be able to use cloud-based telephone services using Amazon Connect, provided by the District. This allows the District to set up or forward critical phone numbers, including our schools’, to the cloud in the event of a local emergency or service disruption. School staff can take Amazon Connect calls from anywhere in the world using a computer or Chromebook with an internet service.

2. **Connect Mass Notification** - The Connect mass notification system is capable of sending voice, email and text messages during normal school operations. When a school experiences a loss of communication systems such as phones/internet, communications can still be sent through Connect.

   If only an internet connection is available, a Connect message can be created and sent. Email and text messages can be added to the message following the normal procedures. If a voice message is also desired, two options are available. The first is to utilize the text-to-speech function and to enter the script for the message into Connect. The system will then read the script when the message is delivered. This can be done for any of the languages. The second option is to record the audio message and to upload the file into the Connect message. If the audio can be recorded directly onto the device being used to set up the message (computer, tablet or smartphone), this will eliminate the need to transfer the audio file to a second device (e.g., recording the message on a smartphone and setting up the message on a computer requires that the audio file be transferred to the computer via email or text). Connect messages can be set up on a Smartphone with internet connectivity using the phone’s browser (www.finalsiteconnect.com).
   If no internet connection is available but access to any phone is available, a message can be sent out using the Connect Dial-In Messaging Card. Each Connect user account has the option to create a Dial-In Messaging Card with PIN security (Visit https://bbc.lausd.net and click on the “Dial-In Messaging Tutorial” FAQ for instructions on using the Dial-In Messaging Card.
3. **Two-Way Radios (Internal School Communications and External Emergency Communications)** - Each school has a two-way radio system that allows the school to communicate with people on that campus for daily, ongoing critical communications, and during emergencies with a neighboring campus, and directly or indirectly with School Police. Systemwide failure of the radio network is possible, but less likely to fail

in an emergency than landline or cellular phones. The radios are battery powered and will still operate during a power outage or when phone systems are down. As long as the radio batteries are charged and working, schools will be able to communicate within their campus or to a nearby campus or with School Police. Schools should keep extra radio batteries, a spare radio charger and a portable power pack with the school's emergency equipment.

Plan for a Loss of Water:
Toilets: STUDENT CAN USE THE GARDEN FOR PRIVACY, THE GARDEN IS NEXT TO THE BLACKTOP.
Drinking Water: INSIDE THE SAFETY BIN
Food Service: INSIDE THE SAFETY BIN
Fire Suppression System (if applicable): INSIDE THE SAFETY BIN

Plan for a Loss of Electricity:
Ventilation: HAVE THE STAFF OPEN WINDOWS/DOORS TO CLASSROMS, OFFFICES, AND BUILDINGS. STUDENTS CAN ALSO BE MOVED TO OPEN AREAS LIKE THE BLACKTOP.
Electric Lights: HAVE THE STAFF OPEN THE BLINDS TO THE WINDOWS AND OPEN DOORS TO LET THE LIGHT INSIDE THE BUILDING. IF THE SCHOOL HAS ELECTRICAL GENERATORS, WE WILL USE THEM.

Plan for a Loss of Natural Gas:
Food Service: PROVIDE STUDENTS WITH ROOM TEMPERATURE FOOD THAT DON'T REQUIRE GAS FOR IT TO BE COOKED.

Plan for a Loss of Communication:
Telephone Service: initiate their pre-established emergency communication plan to inform staff and parents, use alternative communication channels like cell phones, radio, or parent notification systems, and document the issue to prevent future outages and ensure a reliable system is put in place.
Intercom: immediately activate alternative communication methods, such as phone trees for staff and parents, text alerts, or the use of personal electronic devices, while simultaneously working to diagnose and repair the intercom system.

7.17 Weather

Schools may implement general inclement weather procedures during heavy rain, flooding, hail, or high winds. More information is available in REF-5706 School Procedures During Inclement Weather, REF-5435 NOAA Weather Radio All-Hazards Alerts, and BUL-963 Guidelines for Preventing Heat Stress.

7.17.1 General Inclement Weather Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency actions which may include Indoor

Activities Schedule, Evacuate Building, or Relocation. NOTE: Inclement weather may block or impact routes to/from school and may necessitate an off-site evacuation even if the school itself is relatively unaffected. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Emergency Exercises.

2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the emergency situation. Region personnel will call the Office of Communications with information on the situation.
4. The Incident Commander will direct the Security/Utilities Team or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
5. The Incident Commander or school Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
6. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
8. The Triage Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
9. The Planning and Intelligence Team will consider the impact of weather (including travel) on field trips and extracurricular activities and advise the Incident Commander if activities should be curtailed.
10. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
11. The Incident Commander will notify and update parents via Connect.
12. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.17.2 Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:

- Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.
- Inspect roof scuppers and drains to make sure they work properly.
- Request sandbags and plastic sheeting from the operational area that can be used to divert water away from doors.

Flood/Flash Flood

A Flash Flood may accompany rain or may appear suddenly as a result of storm conditions elsewhere in Southern California and may impede driving.

Hail

Hail can damage buildings and equipment, possibly injure students or adults (depending on the size of the hailstones) and may be accompanied by unusually cold weather.

Landslide/Debris Flow

Landslides can be caused by a variety of factors including earthquakes, storms, fire, and by human modification of land. Landslides can occur quickly, often with little notice. In a landslide, masses of rock, earth, or debris move down a slope.

Debris and mud flows are rivers of rock, earth, and other debris saturated with water and develop when water rapidly accumulates in the ground, during heavy rainfall or rapid snowmelt. They can flow rapidly, striking with little or no warning, and may travel several miles from their source, growing in size as they pick up trees, boulders, cars, and other materials.

Thunder/Lightning

All thunderstorms produce lightning and are dangerous. Stop all outdoor activities and move activities indoors if you hear thunder or see lightning. Wait 30 minutes after the storm to resume outdoor activities.

Wind

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles). Caution should be taken in areas where pop-up canopies, dining table umbrellas, tree branches or other objects may become airborne and exposed to wind damage. Students and staff should be kept away from these areas while high winds are present.

7.17.3 Funnel Clouds/Tornado Procedures

Funnel clouds and tornadoes are possible in the Los Angeles area. If a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength

winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency function, Shelter in Place.
2. The Incident Commander makes the following announcement over the PA system or an alternate method of communication: “Your attention please. We are implementing an Indoor Activities Schedule, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor, face the wall, and protect your head with your arms. All students and staff that are outdoors are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.” NOTE: The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Emergency Exercises.
3. If indoors, teachers will keep students in the classroom until further instructions are given.
4. If outdoors, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office with the number and names of students in the room with them.
5. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.
6. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the emergency situation. Region personnel will call the Region Public Information Officer with information on the situation.
7. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
8. Teachers will take attendance to account for students and notify the office of missing students.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander will notify and update parents via Connect.
11. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.17.4 Heat Procedures

The intensity of exercise activities must be limited or modified whenever the Heat Index is above 95°. Details are available in BUL-963 Guidelines for Preventing Heat Stress. A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app,

the OSHA Heat Safety Tool. For information specifically geared towards employees, the California Division of Occupational Safety and Health provides a website with valuable information to help protect employees from heat-related illnesses at http://www.dir.ca.gov/DOSH/HeatIllnessInfo.html.

Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.
- Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities. Students known to have health problems should be closely observed and their activity modified or restricted.

Strategies for Preventing Heat Stress During the School Day

- A “cool room” should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the “cool room” should be available for use at all times during the school day.
- Hold events indoors with air conditioning when possible. Shade should be made available in outdoor areas.
- Use current medical health history to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
  - Students with history of previous heat illness
  - Students with current illnesses and/or health sensitive medical conditions
  - Students who have experienced recent injuries

7.17.5 National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets. More information is available in the REF-5435 NOAA Weather Radio All-Hazards Alerts and at https://www.lausd.org/noaa.

Watch - when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A “watch” is intended to provide enough lead-time to set emergency plans in motion. A watch means that hazardous weather is possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:

- Review the ISSP and confirm staff assignments for emergency positions
- Consider if field trips and extracurricular activities should be adjusted/cancelled
- Review Connect emergency contact lists for staff and students
- Monitor local weather via www.weather.gov and/or a NOAA weather radio

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- Inspect the campus for conditions that could cause damage

Advisory - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:

- Review the ISSP
- Check emergency supplies
- Consider if extracurricular activities, field trips, and after-school programs should be adjusted/cancelled
- Plan for a modified activity schedule
- Move outdoor equipment out of harm's way
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Check school site for hazards and exposures that can be mitigated
- Send a Connect message if extracurricular activities may be impacted

Warning - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:

- Activate ISSP
- Stage emergency supplies in a location protected from weather
- Send Connect message, update school website, and school social media accounts to notify parents
- Notify Region Operations of actions
- Take proactive steps to protect students and staff
- Cancel activities, field trips, and after-school programs if expedient to do so

8. Appendices

Contacts

NAME	PHONE
Air Quality Management District	(909) 396-2000
American Red Cross Public Information	(310) 445-9900
Animal Services – L.A. City	(888) 452-7381
Connect Client Care	(866) 435-7684
Building Inspection – L.A. City	(888) 524-2845
Bus Dispatch - LAUSD	(213) 580-2900
Cal Trans Road Closures	(800) 427-7623
California Highway Patrol	(800) 835-5347
Department of Mental Health ACCESS – L.A. County	(800) 854-7771
Department of Public Health – L.A. County	(213) 240-8117
Department of Transportation (LADOT) - Traffic Signals LA City	(213) 485-4181
Department of Transportation (LADOT) - Traffic Signals LA City VALLEY	(818) 752-5100
Department of Water and Power (DWP) – L.A. City	(800) 342-5397
District Nursing - LAUSD	(213) 202-7580
Division of School Operations- LAUSD	(213) 241-5337
Fire and Medical Emergencies	911
Health Services – L.A. County	(800) 427-8700
Information Line - L.A. City	311
Information Line – L.A. County	211
LASPD School Police Watch Commander - LAUSD	(213) 625-6631
Region East - LAUSD	(323) 224-3100
Region North - LAUSD	(818) 654-3600
Region South - LAUSD	(310) 354-3400
Region West - LAUSD	(310) 914-2100
Office of Communications - LAUSD	(213) 241-6766
Office of Emergency Management - LAUSD	(213) 241-3889
Office of Environmental Health & Safety - LAUSD	(213) 241-3199
Park Rangers Hotline – L.A. City	(323) 644-6661
Recreation and Parks – L.A. City	(213) 978-4670
Sanitation: Refuse Collection – L.A. City	(800) 773-2489
Sanitation: Sewer – L.A. City	(213) 485-7575
Sanitation: Storm Drain/Stormwater Hotline L.A. City	(800) 974-9794
School Mental Health - LAUSD	(213) 241-3840

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8. Appendices

Sewer Maintenance – L.A. County (Non-L.A. City)	(800) 675-4357
Southern California Edison - Non-L.A. City	(800) 611-1911
Southern California Gas Company	(800) 427-2200
Storm Damage/Mud Slide Reports – L.A. City	311
Street Lighting – L.A. City	311
Student Mental Health and Wellness Services- LAUSD	(213) 241-3840
Student Medical Services - LAUSD	(213) 202-7584

8. Appendices

Hospitals (Nearest Pediatric Emergency Room [Up to Age 20])

Name: Brotman Medical Center
Address: 3828 Delmas Terrace
City and Zip: Culver City, CA 90232
Phone: (310) 836-7001

Nearest Pediatric Emergency Room Backup (up to age 20):
Name: Ronald Reagan UCLA Medical Center
Address: 757 Westwood Plaza
City and Zip: Los Angeles, CA 90024
Phone: (310) 267-9119

8. Appendices

School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency.

TITLE	NAME	WORK NUMBER
Principal	BELL, TASHA	(323) 290-6300
Assistant Principal 1		
Assistant Principal 2	LOPEZ, OSCAR	(310) 235-4686
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	ALTON, NATALIA	(310) 235-4622
Cafeteria Manager	TOMA, NADEN	(310) 235-4600
Financial Manager	KALUTHANTHIRI, KITHSIRI	(310) 234-3100
Plant Manager	HIGUERA AVILA, ADRIANA	(213) 503-3024(213) 480-4508
Custodian	JEFFERSON, ANTHONY	(310) 253-7635
Custodian Closest to Site	HIGUERA AVILA, ADRIANA	(213) 503-3024(213) 480-4508
First Person on Campus in AM	HIGUERA AVILA, ADRIANA	(213) 503-3024(213) 480-4508
Last Person on Campus in PM	HENDERSON, GEORGETTE	(310) 235-4600

8. Appendices

LAUSD Disaster Supply Inventory

Kit	# In Bin	Required Quantity		Commodity Code
Disaster Emergency First Aid Kit		1 per every 400 students		3453248292
Disaster First Aid Kit Itemized List	# In Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment*		3 box (25 ea./box)	yes	
Antacid/Nausea/Diarrhea Tablets, Bismuth Subsalicylate*		3 box (30 ea./box)	yes	
Antiseptic Wipes*		1 box (100 per box)	yes	
Aspirin Tablets*		1 box (50 pk/2 ea./pkg)	yes	
Non-Aspirin Tablets*		1 box (125 pk/2 ea./pkg)	yes	
Hand Cleaner 4oz Waterless*		2 each	yes	
Cold Pack*		1 pkg (16 ea./pkg)	yes	4750954200
Saline Solution*		2 bot (500 ml bot)	yes	
Diphenhydramine Tablets*		1 pkg (50 ea./pkg)	yes	
Hard Candy Glucose Tablets*		1 pkg (20 ea./pkg)	n/a	
Emesis Basin		2 each	n/a	
Mylar Emergency Blanket		12 each	n/a	3453025575
Water Pitcher w/ Lid (plastic 32 oz)		1 each	n/a	
Sanitary Napkin		250/case individually packaged	n/a	4858240147
Clear Surgical Tape		1 pkg (2 ea./pkg)	n/a	
Tissue Paper, Facial		1 box (175 each/box)	n/a	6405077100
Paper Towels		1 roll (100 sheets)	n/a	6407580425
Tourniquet		1 each	n/a	
Plastic Sheet		1 each	n/a	
Washbasin		1 each	n/a	
Security Ties		1 pkg (6 ea./pkg)	n/a	
Bio-hazard Waste Bag		1 each (10 gallon)	n/a	
Non-latex Disposable Exam Gloves – Medium		1 box (100/box)	n/a	4754147303
Non-latex Disposable Exam Gloves-Large		1 box (100/box)	n/a	4754147304
Eye Pads		1 pkg (8 ea./pkg)	n/a	
Dental Floss		1 spool	n/a	

8. Appendices

Triage Tags		1 pkg (50/pkg)	n/a	9661226135
First Aid Flip Chart		1 each	n/a	9661278998
Flashlight		2 each	n/a	4503211380
Batteries For Flashlight		4 each	yes	4500611040
Goggles		2 each	n/a	3456460080
Storage Case w/ wheels & handles labeled "LAUSD Emergency Supplies Cart"		1 each	n/a	5606900105

* Items available in Replacement Kit

8. Appendices

Kit	# In Bin	Required Quantity		Commodity Code
Replacement Kit for Expiring Items in Disaster First Aid Kit		1 per every Disaster First Aid Kit (as needed)		3453248271
Replacement Kit Itemized List	# In Bin ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment		1 pkg (75ea/pkg)	yes	
Antacid/Nausea/Diarrhea Tablets		3 pkg (30/pkg)	yes	
Antiseptic Wipes		1 box (100 per box)	yes	
Aspirin Tablets		1 box (50 pk/2 ea./pkg)	yes	
Non-Aspirin Tablets		1 box (125 pk/2 ea./pkg)	yes	
Hand Cleaner Waterless		2 each	yes	
Cold Pack		1 pkg (16 ea./pkg)	yes	
Saline Solution		2 bot (500ml bot)	yes	
Petroleum Jelly		1 pkg (3 ea./pkg)	yes	
Diphenhydramine Tablets		1 pkg (50 ea./pkg)	yes	
Hard Candy Glucose Tablets		1 pkg (20 ea./pkg)	yes	

Additional First Aid Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration date	Commodity Code
Vinyl Exam Grade Gloves –Small		as needed	n/a	4754147302
Vinyl Exam Grade Gloves – Medium		as needed	n/a	4754147303
Vinyl Exam Grade Gloves - Large		as needed	n/a	4754147304
Vinyl Exam Grade Gloves – Extra Large		as needed	n/a	4754147305
Bleach		2 gallons	replace annually	5052538151
Cervical collar set, assorted sizes		as needed	n/a	
Mylar Emergency Blankets		as needed	n/a	3453025575
Paper Bags		1 pkg (500)	n/a	6401547104
Treatment Log		1	n/a	

Kit	# In Bin	Required Quantity		Commodity Code
Search and Rescue Kit		One kit for each Search and Rescue Team		3453248278
Search and Rescue Kit Itemized List	# In Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Glove, Leather Palm, Large*		4 each	n/a	2002753000
Fanny Pack, Red*		4 each	n/a	
Flashlight, Industrial*		4 each	n/a	4503211235
Dust Mask*		4 each	n/a	3457251110

8. Appendices

Safety Goggles*		4 each	n/a	3456460050
Whistle with Lanyard*		4 each	n/a	6806290200
Triage Tag		1 pack (50/pack)	n/a	9661226135
Water Pouch		24 each	n/a	
Batteries, D Size		2 each	yes	4500611040
Grove Joint Plier		1 each	n/a	4455254120
Linesman Plier		1 each	n/a	4455248158
Folding Saw		1 each	n/a	
Bolt Cutter		1 each	n/a	
SledgeHammer		1 each	n/a	
Warning Tape, Caution: Do Not Enter		1 each	n/a	8322080911
Folding Shovel		1 each	n/a	
Angle head Flashlight		1 each	n/a	
Hand Axe, Wood Handle		1 each	n/a	
Utility Knife		1 each	n/a	4454248214
First Aid Kit Includes:		1 Kit	n/a	
Sterile ABD Pads		5 each	n/a	
Mylar Emergency Blanket		1 each	n/a	3453025575
Fanny Pack		1 each	n/a	

*Items are one per team member

Additional Search and Rescue Supplies

Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Stretcher		1 per S+R Team	n/a	4701078050
Duct Tape		at least 4 rolls	n/a	8322409077
Extra Batteries, D Size		as needed	yes	4500611040

Water Supplies

Item	# In Bin ✓	Required Quantity	Expiration Date	Commodity Code
Pump		2 or more	n/a	7200620055
Water Barrel; 55 Gallon		1.5-gallon x #students/staff ÷55	n/a	1004570546
Bleach		1 gallon	replace annually	5052538151
Measuring Spoons (for bleach in water barrels)		2 sets	n/a	2409186065

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Basic Sanitation Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
5-Gallon Utility Bucket		1 per every 30 students	n/a	3453248353
Emergency Toilet Seat		1 per every 30 students	n/a	3453248352

Additional Sanitation Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Plastic Bags - Liners			n/a	6652452120
Toilet Paper			n/a	6407556175
Sanitary Napkins			n/a	4858240147
Sanitary Tampons				4858245001
Privacy Screen		1 per toilet	n/a	1557050015
Absorbent			n/a	4857450670
Deodorizer			n/a	4854214150

Additional General Disaster Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Radio, two-way		As needed	n/a	7257800185
Can opener		As needed	n/a	
Plastic utensils		As needed	n/a	

Maps

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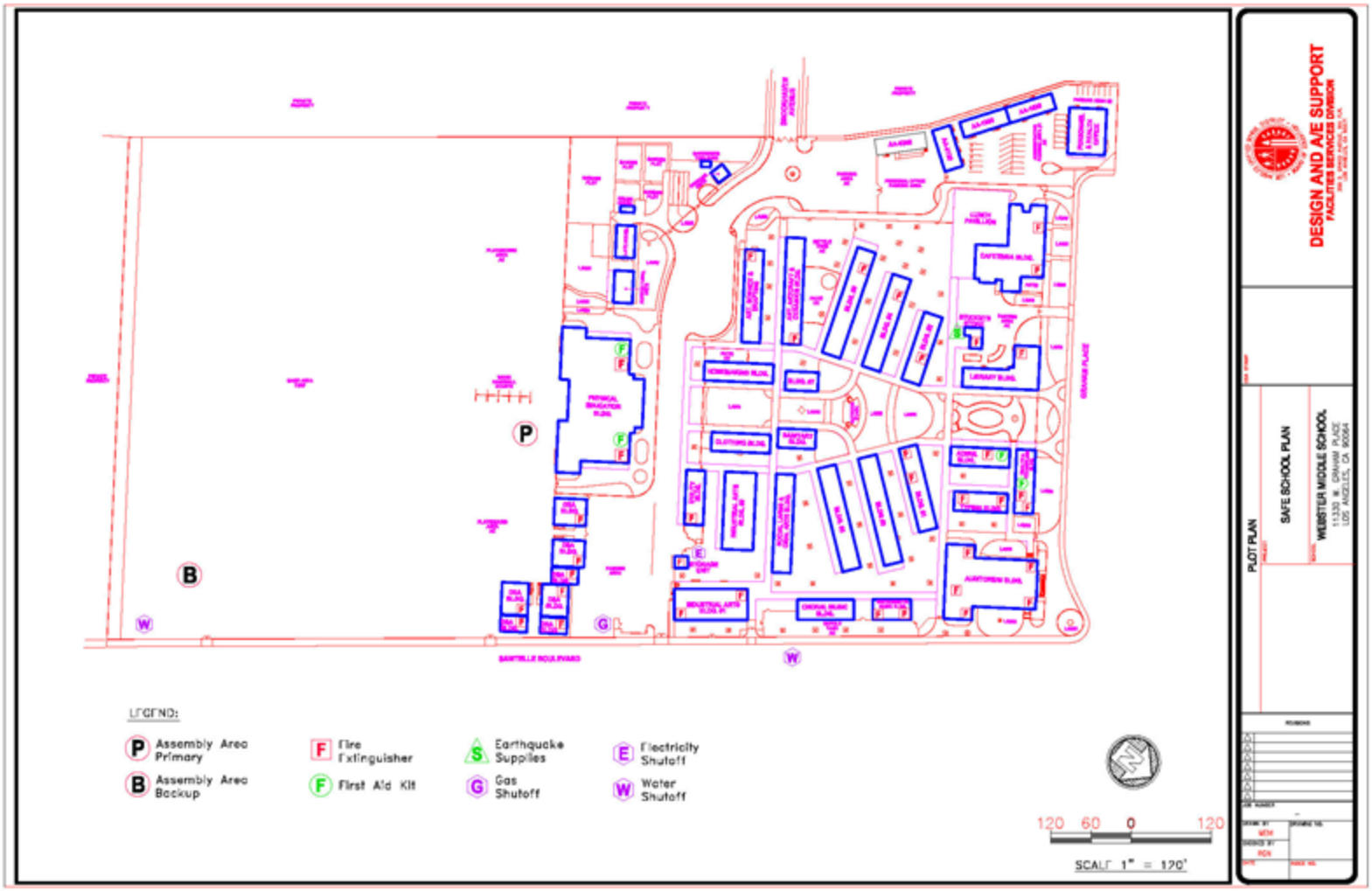

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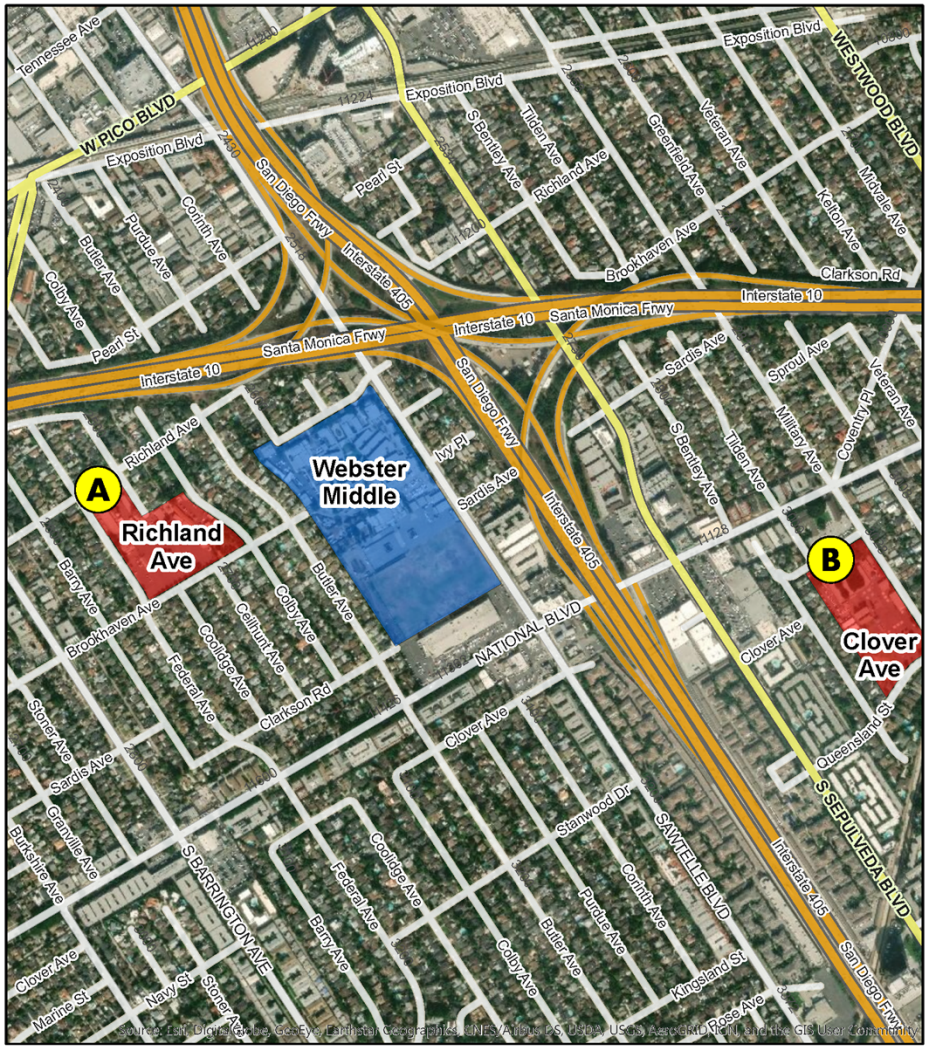
8. Appendices

DANIEL WEBSTER MIDDLE SCHOOL
Offsite Relocation Map
Cost Center Code: 1848101



N

A Primary Offsite Relocation Address:
11562 RICHLAND AVE, LOS ANGELES, CA 90064

B Backup Offsite Relocation Address:
11020 CLOVER AVE, LOS ANGELES, CA 90034

Scale: 1:9,000

ɔs Angeles, CA, 90034, USA
10) 479-7739

0467

8. Appendices

ICS Definitions for Schools

Incident Command Team:

Incident Commander - responsible for directing emergency operations

Public Information Officer (PIO) - official spokesperson for an incident

Safety Coordinator - ensures that emergency operations are conducted safely

Planning/Intelligence Lead - responsible for collecting and evaluating information

Operations Lead - responsible for managing all tactical operations at an incident

Logistics Lead - provides all incident support needs, such as, facilities, transportation, communications, supplies/equipment, and food services

Finance/Administration Section Lead - responsible for managing all financial aspects and paperwork of an incident

Emergency Teams:

Triage Team - performs triage and provides medical assistance, ensures supplies are accessible, and evacuates and stages supplies

School Site Crisis Team - provides psychological/emotional support for students and staff

Search and Rescue Team - performs search and rescue operations

Access and Functional Needs Position - ensures the safety of students and adults with access and functional needs during drills and emergencies

Security/Utilities Team - ensures school site security and performs short-term repairs and shutoff of utilities

Fire Suppression/Hazmat Team - extinguishes small fires and evaluates chemical spills

Assembly Area Team - ensures safe evacuation and accounting for all students, staff, and visitors

Request Gate Team - processes requests for student pick-up

Reunion Gate Team - reunites students and parents at Reunion Gate

Supply/Equipment Team - ensures adequate equipment and supplies

Hygiene Team - provides all necessary sanitation-related support

Transportation Support Position - coordinates transportation assets and plans, such as, for an off-site relocation from the school

8. Appendices

Documentation/Communications Position - maintains emergency log, analyzes situation, and updates Incident Commander

Cost/Staff Accounting Position - maintains accurate emergency time records for all site-based and itinerant employees

Forms

Emergency Hazard Assessment Survey

School: _____

Location Code: _____

Name:_____

Position:_____

Date: _____

On-Site Hazard:

[List any unusual on-site hazards that are unique to the school, e.g., underground storage tanks, gas pipelines, unusual chemicals]

_____

_____

_____

_____

_____

_____

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g., freeways, railroads, pipelines, power transmission lines, industrial facilities]

_____

_____

_____

_____

_____

Los Angeles Unified School District Office of Emergency Management

LAUSD Explosive Device Threat Report

School: _____

Date of Call: _____

Person Receiving Call: _____

Time of Call: _____

Incoming Phone No.:_____

I. REPORT OF PERSON RECEIVING CALL

Keep the caller on the line as long as possible (ask caller to repeat statements, ask more questions) and signal to another person to call police.

Questions for Caller

Ask the caller the following questions and write answers in the spaces below:

Explosive Device Information:

Where is the explosive device? (Get most specific information as possible.)

_____

When is it going to explode?_____

What kind of explosive device is it? _____

What does it look like? _____

Who set the explosive device?_____

Why was the explosive device set?_____

What can we do for you to keep the device from exploding? _____

_____

Caller Information:

What is your name? _____

How old are you? _____

Where do you live? _____

(If voice youthful) Are you making this threat to avoid taking a test/final? _____

Are you a member of a terrorist organization? Which one?

_____

How can you be contacted? _____

Call Characteristics Evaluation Check and describe the noted characteristics in the spaces provided below.

_____

_____

_____

_____

_____

Message Details: (Use the caller's exact language where possible.)

Caller's Voice:

Male_____ | Female _____

Child: Yes / No

Age: _____

Intoxicated:_____

Speech Impairment: _____

Accent: _____

Type: _____

Whispers/inappropriate language:_____

Angry:_____

Foul/Nasal:_____

Educated:_____

Irrational: _____

Incoherent: _____

Voice disguised/Altered: _____

Recorded threat message: _____

Read from script: _____

Is the voice familiar? _____

Who does it sound like? _____

Background Noise:

Music: _____

Babies/Children: _____

Conversation: _____

Playground/School: _____

Airplanes: _____

Traffic:_____

Animals: _____

PA System: _____

Machines: _____

Typing: _____

Other _____

II. REPORT BY PRINCIPAL

Name of school employee contacting police:

Date police contacted: _____

Time: _____

Name of police department call taker: _____

Name of responding officer: _____

Name of responding police agency: _____

Was a search for the explosive device conducted? Yes / No

Details of search: _____

Was a school evacuation conducted? Yes / No

Full evacuation: Yes / No

Partial evacuation: Yes / No

Buildings or areas evacuated: _____

Send one copy of this completed form to the Region Operations Coordinator, send one copy to School Police at wtoffice@laschoolpolice.gov, and keep one copy in school records. Please also upload a copy to the iSTAR submitted on the incident.

Injury Report

School: _____

Teacher: _____

Room Number: _____

Date: _____

Name	Type of Injury	Location of Person

Missing Persons Report

School: _____

Teacher: _____

Room Number: _____

Date: _____

Name	Last Seen Location

Los Angeles Unified School District Office of Emergency Management

Supplemental Attendance Report

Use this form to account for anyone not found on student/staff rosters.

School: _____

Date: _____

Name	ID NUMBER	STATUS (CHECK ONE)	OTHER INFORMATION

Student Release Log

Note: Schools may only release students to individuals who have been designated by the custodial parent/guardian.

School: _____

Date: _____

Student's Name	Release Time	Name of Person Released To	Adult Signature

Note: Maintain the original in the emergency document file.

Los Angeles Unified School District Office of Emergency Management

School/Site Preliminary Damage Report (PDR)

Use this form to report your status to the Region when the online School Emergency Status Report site is down.

School/Site: _____
Date: _____
Time: _____
Person in Charge: _____
Location Code: _____

Contact information *(How the school can be reached for additional information):*

_____

_____

_____

_____

Please answer the following:

Number of deaths: _____

- # of Students: _____
- # of Staff: _____
- ○ None

Number of injuries: _____

- # of Students: _____
- # of Staff: _____
- ○ None

How many buildings at your site are visibly damaged? _____

Describe the type and extent of damage you observe: _____

Summarize emergency response actions already taken:

Do you have the following capabilities?

- Power
  - Yes / No
- Water
  - Yes / No
- Landline Phone
  - Yes / No
  - Contact #: _____
- Cellular Phone
  - Yes / No
  - Contact #: _____
- Natural Gas
  - Yes / No
- Two-way Radio
  - Yes / No

Location of evacuated students: _____

List critical issues on site: _____

List other issues: _____

List assistance requested: _____

Emergency Drill Evaluation Worksheet

All emergency drill evaluations must be submitted at http://emergencydrills.lausd.net. Schools are expected to submit an evaluation after each emergency drill and radio test. **For best results, complete the emergency drill evaluation online using a cell phone during the drill.** Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet, or cell phone. Questions with an * require a response.

*School**: _____

*Today's Date**: _____

First Name: Last Name**: _____

*Email Address (use lausd.net)**: _____

1) Drill Type*:

- ☐ Fire
- ☐ Earthquake
- ☐ Lockdown
- ☐ Shelter in place
- ☐ Take cover

2) Select One*:

- ☐ New drill submission
- ☐ Drill resubmission
- ☐ Actual emergency

3) Date Conducted*: _____

4) Time Started*: _____

5) Time Completed (including accounting for everyone)*: _____

6) Alert Type*:

- ☐ Bell/tone
- ☐ PA system
- ☐ Megaphone
- ☐ Whistle
- ☐ Other

7) How many minutes did evacuation take? If no evacuation, respond "0."*:

8) Did everyone on campus participate?*: Yes / No

9) If parents/guardians participated, what were their roles?:

_____

_____

_____

10) How were parents/guardians notified about the drill?*:

- ☐ Letter Sent Home
- ☐ Connect
- ☐ Newsletter
- ☐ Sign at Marquee/Entrance
- ☐ School Website/Calendar
- ☐ No Notification
- ☐ Other:

11) Was an Incident Command Post established?*: Yes / No

12) Did an employee take the School Emergency Response Box to the assembly area/command post?*: Yes / No

13) How was the school's Integrated Safe School Plan (ISSP) used for the drill?* (Mark all that apply):

- ☐ During the planning of the drill
- ☐ During the execution of the drill
- ☐ After the drill
- ☐ Did not use the ISSP

14) Comments regarding the

ISSP:_____

_____

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures*

- 5
- 4
- 3
- 2
- 1
- n/a

b) Employee performance of emergency duties and procedures*

- 5
- 4
- 3
- 2
- 1
- n/a

c) Emergency team(s) performance of duties*

- 5
- 4
- 3
- 2
- 1
- n/a

d) Accounting For everyone*

- 5
- 4
- 3
- 2
- 1
- n/a

e) Alert system*

- 5
- 4
- 3
- 2
- 1
- n/a

16) Did the School Safety Planning Committee and/or Emergency Team Leads debrief after the drill?*: Yes / No

17) List the top lesson learned from this drill and how it will be addressed:

_____

18) What District training support would improve emergency drills and/or preparedness?:

_____

A drill certificate of completion will be emailed upon submitting this evaluation online. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill logbook for proof of compliance during inspections. Questions can be directed to oem@lausd.net or 213-241-3889.

Biological and Chemical Release Response Checklist

School: _____

Location Code: _____

Location of Release: _____

Name: _____

Position: _____

Date: _____

	Check when complete	Notes
Have unexposed students, staff and others been evacuated from area of contamination?		
Have staff, students, or others who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?		
Have all students and staff been accounted for?		
Has the area of contamination been cordoned off and secured?		
Has the area of contamination been affixed with conspicuous signs reading: “DO NOT ENTER”?		

Have the doors and windows to the area of contamination been closed and locked?		
Have fans and ventilation systems serving the area of contamination been turned off?		
Has the Office of Environmental Health & Safety (Phone # 213-241-3199) been notified?		

8. Appendices

Assessments

Please check the online ISSP for the assessments. They are available in the Planning view as part of Step 2.

LOS ANGELES UNIFIED SCHOOL DISTRICT
INTEGRATED SAFE SCHOOL PLAN
2025-2026
WILTON PLACE ELEMENTARY
745 S WILTON PL
LOS ANGELES, CA 90005
(213) 389-1181
Generated On: 12/17/2025

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Note: This document provides links to referenced documents, but District personnel should obtain the most recent, official versions of District policies and procedures.

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1. Introductory Material

1.1 Signature Page

1.1.1 School Site Council

Los Angeles Unified School District

Integrated Safe School Plan

School: WILTON PLACE ELEMENTARY **Date Generated:** **12/17/2025**

The Integrated Safe School Plan (ISSP) was developed by the School Site Council using the Districtwide template and a collaborative process respectful of representation and input from all stakeholder groups. All required School Site Council members listed below (with an *) must sign the signature page. Upload online only after all members have signed.

Title:	Name:	Signature:	Date Signed:
REQUIRED SCHOOL SITE COUNCIL MEMBERS:			
Principal/Designee*:	RALLION, MARIE FRANCE		
Non-teacher School Personnel*:	RECINOS, JENNIFER		
Non-teacher School Personnel:			
Teacher*:	MENZIES, SCOTT		
Teacher*:	KIM, JOANA		
Teacher*:	CHARLIE, CHRISTINE		
Teacher:			
Parent (of an attending student) or Other			
School Community Member*:	Lorena Rodezno		
Parent (of an attending student) or Other			
School Community Member			
(required for elementary):			
Parent (of an attending student) or Other			
School Community Member			
(required for elementary):			
Parent (of an attending student) or Other			

1. Introductory Material

School Community Member (required for elementary):			
Parent (of an attending student) or Other School Community Member (required for elementary):			
Parent (of an attending student) or Other School Community Member:			
Secondary only - Student (attending the school):	James Choe		
Secondary only - Student (attending the school):			
Additional Member:			
Additional Member:			
Additional Member:			
Charter School Principal/Designee:	CHOE, JAMES		

NOTE: The completed signature page should replace this document

1. Introductory Material

1.1.2 School Safety Planning Committee

Los Angeles Unified School District

Integrated Safe School Plan

School: WILTON PLACE ELEMENTARY **Date Generated:** **12/17/2025**

The Integrated Safe School Plan (ISSP) was developed by the School Safety Planning Committee using the Districtwide template and a collaborative process respectful of representation and input from all stakeholder groups. All required School Safety Planning Committee members listed below (with an *) must sign the signature page. Upload online only after all members have signed.

Title:	Name:	Signature:	Date Signed:
REQUIRED SCHOOL SAFETY PLANNING COMMITTEE MEMBERS:			
Principal/Designee*:	RALLION, MARIE FRANCE		
UTLA Representative*:	REGNIER, LUZ		
Classified Representative*:	YUN, MI YOUNG		
Student (Secondary)			
Representative:	James Choe		
Parent (of an attending student)			
Representative*:	Lorena Rodezno		
Law Enforcement			
Los Angeles School Police:	AGUALLO, JAY		
Or			
LAPD/LA County Sheriff/			
Local Jurisdiction Agency*:	Los Angeles School Police		
Charter School Principal/Designee:	CHOE, JAMES		

NOTE: The completed signature page should replace this document.

1.2 Record of Changes

Change Number	Date of Change	Name	Summary of Change
5	12/17/2025	Train Certification Date November Violence Parent	12/11/2025
		Train Certification Date November Violence Student	12/15/2025
		Train Certification Date November Violence School	12/2/2025
		Train Certification November Violence Checkbox	
		Train ISSP October School	9/26/2025
		Train Certification October ISSP Checkbox	
4	11/20/2025	Step6 Other Emergency Training Date	
2	10/22/2025	Train Certification Date October Fentanyl Student	10/20/2025
		Train Certification October Readiness Checkbox	
		Train Certification Date October Fentanyl Parent	10/16/2025
		Train Certification Date October School	10/3/2025
		Train Certification Date October Fentanyl School	10/14/2025
		Train Certification Date October Parent	9/25/2025
		Train Certification October Fentanyl Checkbox	

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1.3 Overview

National preparedness efforts, including planning, are informed by Presidential Policy Directive (PPD) 8, which was signed by the President in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

Prevention means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

Protection means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard and the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency and reducing the likelihood that threats and hazards will happen.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

Recovery planning begins at the preparedness phase of crisis response. The effectiveness of recovery efforts depends on pre-planning and developing partnerships with community agencies that can provide follow-up services as needed. Recovery entails planning for the structural, business/fiscal, academic, psychological, and physical needs of the school community. The goal of social-emotional recovery is to promote coping and resiliency for students, staff, and parents/guardians.

The ongoing recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in school. As the initial effects of a crisis subsides, it is important for the School Site Crisis Team to continue to assess the ongoing effects of the crisis and modify the plan accordingly.

There are short-term and long-term recovery activities to consider in the aftermath of a crisis situation. In the short-term (days to weeks), the school may focus on restoring regular school functions and routines as efficiently and promptly as possible. In the long-term (weeks to months), the school may focus on individuals who require more intensive services and on systemic changes to restore the school's safe and healthy learning environment.

Access BUL-5800 Crisis Preparedness, Response and Recovery for more information.

California law requires that schools develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process and that all school staff be trained on said plan. To assist schools in complying with these requirements, the LAUSD developed the Integrated Safe School Plan as a template for preparing emergency procedures for each LAUSD school. Emergency management teams and procedures outlined in this plan are consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to school emergencies.

1.4 Goals

As part of the planning process, each LAUSD school reviews school-specific data and identifies several goals for the school year. This year's Integrated Safe School Plan goals are:

People and Programs Goal #1: The Wilton Leader Team will review the School wide Positive Behavior Intervention Supports Plan to view our Discipline Plan. We will review the plan with all stakeholders and improve discipline referrals by 5%. The family will receive the Handbook to review the School Discipline Policies in multiple ways. There will be opportunities during Coffee with the Principal, at Back to School Night and other Family Workshops to explain our PBIS and Leader In Me plan for the 2025-2026 school year. Professional Development will be given to the teachers on the Leader In Me comprehensive program.

People and Programs Goal #2: Our goal is to improve our Perfect and Good Attendance by 5% and decrease our Chronic Absenteeism by 6%. We will meet monthly to plan spirit weeks to encourage

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students to come to school. We will have Award Attendance Assemblies where parents and families will be invited,

Threat / Hazard: Psychological Trauma / Crisis

Threat / Hazard Goal: Our goal is to improve our Staff and Parent knowledge of Trauma and Crisis and what to do. We will increase our Workshops around the topic by 5%. We will meet monthly to plan these meetings. We will connect with outside Mental Health Providers to present at our Staff and Parent Workshops,

Emergency Function: Accounting for Students/Staff

Emergency Goal: Our goal is to improve our Accounting for Students and Staff during our Drills. We will meet monthly to plan how to account for Students and Staff in a more rapid way.

1.5 Plan Organization and Concept of Operations

The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is a critical resource to support schools with reaching such adequacy. In order to provide robust emergency and other safety protocols for schools, the District's Office of Emergency Management facilitates an annual, comprehensive review process of all ISSP components, including the online platform contents, in collaboration with over 20 District offices. Staff from these offices review and update the content of the plan, which is also informed by the CA. Education Code and District policy. As needed, new sections of the plan are introduced to ensure greater relevance and comprehensiveness. After all recommended updates are implemented and new programming components are tested, the revised template is provided through the online platform to schools. Each school then updates and creates their specific plan before the October 1 submission deadline every year.

This plan is organized into eight sections:

- Sections 1-2 give a plan overview and cover the mitigation and prevention activities that schools can implement before an emergency.
- Sections 3-4 focus on emergency preparedness, identify the school's emergency response teams, and define the roles and responsibilities of team members.
- Sections 5-6 present laws and other guidance for determining the nature and extent of an emergency, as well as a series of initial response actions to be taken in an emergency.
- Section 7 describes the detailed emergency response procedures that will be used for the many types of emergencies that may be encountered in a school setting.
- Section 8 provides a series of appendices of supplemental emergency information, including contact information and supply lists. Standard forms, site maps and other supporting information are also contained in the appendices.

2. Plan Development

2.1 School Site Council and School Safety Planning Committee

LAUSD recognizes that everyone, from the administration and staff to the parents and the community, has a role in helping schools create safe environments. The template for the Integrated Safe School Plan is reviewed and updated annually by the District with input from subject matter experts. For all schools receiving Title I funds, the School Site Council (SSC) shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school (CA E.C. § 32281) and its composition must comply with CA E.C. § 65000. For all schools not receiving Title I funds, the School Safety Planning Committee will develop the ISSP.

For all schools receiving Title I funds, the SSC may delegate this responsibility to the School Safety Planning Committee made up of members as outlined below (CA E.C. § 32281). This SSC delegation should take place yearly in the spring semester prior to the fall ISSP development. The school should retain the meeting minutes, agenda, and meeting sign-in and/or Zoom usage report indicating that this action was taken by the SSC in the spring semester. If the SSC delegates this responsibility or this school does not receive Title I funds, the School Safety Planning Committee is responsible for writing, implementing, monitoring, and evaluating the comprehensive, integrated plan based on the District template and unique to the school's safety needs. If the authority is not delegated to the School Safety Planning Committee, then the SSC shall develop the ISSP in the fall by October 1.

The School Safety Planning Committee, if the SSC delegates to this body or this school does not receive Title I funds, or the School Site Council should present the updated ISSP at a public meeting at the school site and include discussion and space on the agenda for the public to offer comments (CA E.C. § 32288). At schools receiving Title I funding, the School Safety Planning Committee, if the SSC delegates to this body, should also present the ISSP to the SSC by December. Approval from the SSC is not necessary since the ISSP is a pre-approved District template and the SSC delegated authority to the School Safety Planning Committee. The School Safety Planning Committee, or SSC if the committee does not exist, should notify, in writing, the following persons and entities, if available, of the public meeting to be held to review the updated ISSP: local officials; representative of the local school employee organization; representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs; representative of each teacher organization at the school site; representative of the student body government; and all persons who have indicated they want to be notified (CA E.C. § 32288). **Note that the District will fulfill the requirement on behalf of all schools of notifying the local mayor.**

The uploaded document should include a dated meeting agenda and supporting documents and communications. The District shares the school’s ISSP with local first responder agencies as

per CA E.C. § 32281 and the school should make every effort to engage local first responders in preparedness and other activities that enhance emergency response.

District employees must be aware of and comply with District, state, and federal safety policies.

Schools will complete **one** of the two below tables, SSC or School Safety Planning Committee, to identify the members who developed the ISSP.

School Site Council (SSC)- Only applies to schools receiving Title I funds and whose SSC did not delegate authority to the School Safety Planning Committee

Note: The composition of the SSC must comply with CA E.C. § 65000. If necessary, please add fields for School Site Council members based on the composition of your School Site Council for this year.

Title	Name
Principal/Designee*	RALLION, MARIE FRANCE
Non-teacher school personnel*	RECINOS, JENNIFER
Non-teacher school personnel	
Teacher*	MENZIES, SCOTT
Teacher*	KIM, JOANA
Teacher*	CHARLIE, CHRISTINE
Teacher	
Parent (of an attending student) or Other School Community Member*	Lorena Rodezno
Parent (of an attending student) or Other School Community Member (required for elementary)	
Parent (of an attending student) or Other School Community Member (required for elementary)	
Parent (of an attending student) or Other School Community Member (required for elementary)	
Parent (of an attending student) or Other School Community Member	

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(required for elementary)	
Parent (of an attending student) or Other School Community Member	
Secondary only: Student (attending the school)	James Choe
Secondary only: Student (attending the school)	
Additional Member Position:	
Additional Member Position:	
Additional member Position:	
Charter School Principal/Designee	CHOE, JAMES

OR

School Safety Planning Committee Required Team Members
Date Action/Vote Was Taken by SSC to Delegate Authority (only applies to schools receiving Title I funds and whose SSC delegated authority to the School Safety Planning Committee):

Title	Name
Principal/Designee	RALLION, MARIE FRANCE
UTLA Chapter Chair	REGNIER, LUZ
Classified Representative	YUN, MI YOUNG
Student (secondary) Representative	James Choe
Parent (of an attending student) Representative	Lorena Rodezno
Los Angeles School Police *-OR-*	AGUALLO, JAY
LAPD/LA County Sheriff/Local Jurisdictional	Los Angeles School Police

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2. Plan Development

Agency	
School Safety Planning Committee Chair	CHOI, SUNG
Charter School Principal/Designee	CHOE, JAMES

School Safety Planning Committee Suggested Team Members

Title	Name
Teacher	
Dean	
Cafeteria Manager	GHAZOUANI, NAJET
Plant Manager	PEREZ, JOSE
School Psychologist	PETERS, MADELINE
Counselor	
Title IX Designee	RALLION, MARIE FRANCE
Physical Education Teacher	
Nurse	KIM, AMAZINGGRACE
Health Education Teacher	
PSW	
Parent Center Director	
PSA	
Athletic Coach	HORTON-HODGE, LISA
Other	
Other	
Other	
Other	

2.2 Mitigation and Preparation

To effectively prepare for emergencies, a series of assessments are presented in this section regarding mitigation and preparation.

2.3 School Safety Planning Committee/School Site Council Checklist

The principal should ensure the following:

- ☐ If the School Site Council delegates to the School Safety Planning Committee, this committee is established and contains a broad representation of all stakeholder groups (students, parents, staff, and community).
- ☐ Schedule and publish the meeting dates for School Safety Planning Committee or the School Site Council.
- ☐ Send out a survey to staff to ascertain who has the training, skills, interest, and aptitude for each assignment in the Integrated Safe School Plan. Access lausd.org/ISSP and check the "Resources" section for the School Emergency Team Skills Survey.
- ☐ Assign staff to emergency roles in the Integrated Safe School Plan (ISSP) based on the results of the survey, recommendations from the School Safety Planning Committee or School Site Council if the SSC did not delegate ISSP authority, and consultation with the principal.
- ☐ If practical, the School Safety Planning Committee, or School Site Council if the SSC did not delegate ISSP authority, consults, cooperates and coordinates with other school site councils or school safety planning committees (CA E.C. § 32282).
- ☐ Prior to adoption, the revised ISSP is reviewed and discussed by the School Safety Planning Committee or School Site Council if the SSC did not delegate ISSP authority, and the administrative staff.
- ☐ A current copy of the ISSP (redacting sensitive information such as all school maps) is available for public review in the Main Office (CA E.C. § 32282). To maintain confidentiality and integrity of the ISSP, copies are not provided to the public or posted online. Additional copies are in the emergency bin and School Emergency Response Box (SERB). (See Subsection 3.17 Emergency Supplies and Equipment for some details regarding the SERB.)
- ☐ Staff members are made aware of how to access the Integrated Safe School Plan online (http://issp.lausd.net), their emergency roles in the plan, and how to print it.
- ☐ All employees are reminded of their role and responsibilities as disaster service workers. (See Section 5.)
- ☐ Verification of the ISSP public meeting is on file at the school, is uploaded into the online ISSP, and includes the meeting announcement, meeting agenda reflecting space for the public to offer comments, and sign-in sheet.
- ☐ The ISSP is evaluated and amended as needed by the School Safety Planning Committee, or School Site Council if the SSC did not delegate ISSP authority, no less than once a year to ensure that the comprehensive school safety plan is properly implemented [CA E.C. §

32282].

- [ ] Check all emergency supplies in the emergency bin, Health Office, classrooms, and School Emergency Response Box. Check for expired or obsolete supplies. Order replacement supplies from the LAUSD Stores Warehouse. Note that each year you will need to certify through the online Administrator Certification process (as described in the current version of MEM-6128.13 Administrator Certification Online System 2023-2024 for School Sites and Offices) that the school's emergency bin is stocked in adequate amounts, organized, in good working order, and within applicable expiration guidelines.
- [ ] Establish a Continuity of Service Plan (also known as a Continuity of Operations Plan). Which functions are essential? Which functions must be conducted on site? Who will replace critical staff if they are absent for a prolonged period of time? Make sure the replacement staff has keys and job descriptions for their new duties. For the school continuity plan template, see the Office of Emergency Management web site: Essential Functions for Continuity of Service at School.
- [ ] Check all school radios and contact the ITD Radio Unit at (323) 224-2411 with any functionality issues. Visit https://www.lausd.org/radiounit for additional radio information.
- [ ] Have faculty identify their neighboring classroom "buddy" to mutually check on during an evacuation. Create a list to make sure no one is omitted.
- [ ] Create/update the staff cell phone contact list and add it to the ISSP appendices.
- [ ] Check your school's emergency contact phone list of District offices and support personnel to make sure it is current and accurate, supplementing the Emergency Contacts appendix and the Additional Contacts data in Step 4 of the online ISSP.
- [ ] Schedule all emergency drills on the school's master calendar, checking the drill calendar at 2025-26 SY Emergency Drill Calendar.
- [ ] Ensure that the school's emergency response box contains current and accurate information.
- [ ] Review the school's emergency response procedures with clerical, custodial, and support staff. Make sure they are prepared, understand their roles and have the supplies they need.
- [ ] Review the school's emergency response procedures with Beyond the Bell, L.A.'s Best, Youth Services, and any other before or after-school staff. Make sure they are prepared and know how to respond to an emergency. Make sure they have access to any and all emergency supplies. Print copies of the ISSP and all contact lists for them.
- [ ] Direct staff to https://www.lausd.org/steps for online emergency training information. Administrators can also use the STEPS website to access online Emergency Management classes from Federal Emergency Management Agency (FEMA).
- [ ] Conduct a Vulnerability Assessment using the template provided on the Office of Emergency Management website. Take STEPS class 406, "Conducting a Vulnerability

Assessment," to learn more.

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2.4 Plant Inspections

Plant inspections are critical to ensuring that all schools are clean, secured, all paths of egress are open and well-lit and are essential to the safety and well-being of all students and employees of the Los Angeles Unified School District.

Plant Inspections

- ☐ Walk-through will be performed on a biannual basis by the principal and plant manager to identify any unsafe conditions.
- ☐ Emergency routes and paths of travel used to and from assembly areas shall be inspected for ADA compliance.
- ☐ Within a month of the start of the new school year, the School Safety Planning Committee will review the walk-through. A timeline for completion of necessary corrections will be reviewed and assessed monthly.
- ☐ PEREZ, JOSE will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served. These hazards may include: improper chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails, screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard (See the Common Safety Violations in School Classrooms guide).
    - Damaged fencing.
    - Playground facilities and equipment hazards.
    - Non-functioning lighting fixtures and burnt-out bulbs.
    - Non-functioning heating and ventilation.

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2.5 Hazards in the Community – Vulnerability Assessment

An LAUSD Vulnerability Assessment for schools to self-evaluate hazards on and off-campus is available to schools on the Administrators Corner of the OEM website and is designed to be completed by the School Safety Planning Committee or School Site Council if the SSC did not delegate ISSP authority. Completing this assessment provides additional information that will help the committee create a robust and informed Integrated Safe School Plan.

School administration should be aware of potential environmental concerns in the community that can impact the school during an emergency. For example, knowing the location of a nearby facility that uses toxic chemicals will assist in planning evacuation routes. The LAUSD Office of Environmental Health and Safety (OEHS) periodically conducts surveys to identify potential environmental concerns near schools. Site Administrators can access school specific surveys here. Maps are currently being created to identify where the hazards are located in relation to the school campus. The maps will be uploaded as they are completed. To search for a school's survey, click the "Select a School" button below and type the school name in the search box or select the school from the drop-down list. Note potential environmental concerns near the campus, include:

- Facilities containing toxic chemicals or radioactive materials
- High voltage power lines and transformers
- Transportation routes of vehicles carrying hazardous materials (truck routes or railroad right–of–way)
- Underground gas or oil pipelines
    - Schools with pipelines may also be notified by the pipeline operator who can provide additional guidance and safety measures.
- Water towers or tanks
- Unique site-specific considerations

Site administrators can meet with an LASPD officer and walk the neighborhood to be familiar with potential hazards in the community that could impact the school. These findings can be recorded on Form A - Emergency Hazard Assessment Summary.

Site administrators should visit the CalEPA website and insert the address of their school to see a list of environmentally regulated sites and facilities near their campus. The website provides an overview of regulated activities of environmental programs in California. These activities include hazardous materials and waste, state, and federal cleanups, impacted ground and surface waters, and toxic materials. Site administrators should print out the map of their school community that shows the exact location of these facilities. These sites may also be listed on OEHS' potential environmental concerns survey under CalEPA Regulated Sites of Concern within 500 ft (see above).

The map should be retained with the Integrated Safe School Plan and be a reference during emergencies and evacuations.

Federal Emergency Management Agency (FEMA) offers a comprehensive, multiple-natural hazard-based, community-level risk index which is searchable by neighborhood. Coastal flooding, earthquake, hail, heat wave, landslide, lightning, strong wind, tsunami, and wildfire are among the 18 natural hazards included.

The database can be accessed here. This index takes into consideration the risk level of experiencing the natural hazards; population vulnerability based on factors such as, age, income and living conditions cross-referenced with available community resources such as, hospitals and fire stations; and historical data on natural disasters.

2.6 Preparation and Mitigation for Students with Disabilities

Additional information is available in the MyPLN STEPS courses 210 and 410.

Addressing Concerns: As per CA E. C. § 32282, after review by a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil, any concern about appropriate adaptations and a pupil's ability to access disaster safety procedures described in this plan should be directed to the school principal.

Procedures are outlined in Attachment A of REF-5511 Completing and Updating the Integrated Safe School Plan.

School staff members need to be aware of adaptations/accommodations for students with whom they work. Schools are required to establish adaptations/accommodations for students and employees with disabilities to ensure safety and implementation of any necessary documentation during any emergency (CA E. C. § 32282). In collaboration with appropriate staff, the School Safety Planning Committee or School Site Council, if the SSC did not delegate ISSP authority, should consider what additional steps and resources the school will use for students and adults with access and functional needs, disabilities, and other special needs. All emergency planning and preparation must consider the requirements of students with disabilities and other specific needs. Some students may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several, general groups:

- Mobility
- Visual
- Hearing
- Communication
- Cognitive
- Special Healthcare Needs
- Behavioral

The needs of students must be analyzed to accommodate student needs during emergencies, including procedures for emergency notification, evacuation, and sheltering.

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting these students. Staff will need to understand the capabilities and limitations of the population that they support during emergency situations. They should rehearse their role at every emergency drill so that they and the student they assist will have familiarity with the process. Participating in all emergency drills enables the students with disabilities and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

An administrator/designee shall be identified as the primary contact for ensuring adaptations for students and others on campus with disabilities are considered throughout the ongoing development of the plan. ALVARADO, JANET This administrator and an alternate comprise the Access and Functional Needs Position (see Section 3.6).

Identification of Students with Disabilities

The School Safety Planning Committee or the School Site Council, if the SSC did not delegate ISSP authority, and other stakeholders should compile a list of students with specific needs. The list should include students with temporary physical challenges as well as students with injuries or needs that may not qualify for special education services, but who will need additional assistance during or immediately after an emergency. Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

Information about students with disabilities who need adaptations or accommodations for disaster procedures can be gathered from many sources, including:

- School Nurse/Health Care Assistants
- Parents
- Teachers/Related Service Providers
- Paraprofessionals
- Special Education Personnel
- LRE Counselors
- Students
- 504 Plans
- 504 Designees
- Counselors
- Meeting Documents/Data [e.g., Student Success Progress Team (SSPT), Interim Behavior Response Plan (IBRP), Safety Plan]

The list of students with disabilities who need accommodations or adaptations for disaster procedures can be entered in the "Alerts" module (under the student's Record Navigator) of the Welligent system that stores LAUSD student medical condition information. Specific

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equipment and supplies needed to care for each student should be listed there as well. Periodically, the site administrator can print out an updated list. Details on using the “Alerts” module in Welligent are in the online MyPLN course STEPS.

The Administrator/Designee for Access and Functional Needs should ensure that all students who have specific emergency needs have been identified and that the list of these students and their needs are available in the School Emergency Response Box (see REF-5450 School Emergency Response Boxes). Before an emergency occurs, this list should be shared with the Operations Section Lead, who oversees the Search and Rescue Teams and the Triage Teams. Both teams need to know the names and adaptations/accommodations in place for these students, as it directly impacts the response actions of those teams. This information should be shared with the Logistics Section Lead to ensure that needed supplies are available (e.g., diapers, wheelchair, specialized equipment). The Logistics Section should also be aware of the approximate number of individuals with adaptations/accommodations for disaster procedures, in the event that they need to order resources (e.g., buses). The following items should be stored in the School Emergency Response Box in folders marked “Confidential”:

- Class schedules for students with disabilities who have adaptations/accommodations for disaster procedures, so that Search and Rescue Teams will know where to look for students.
- Emergency contact information for each identified student.
- Welligent (Student Face Sheet) printouts for students with disabilities who have adaptations/accommodations for disaster procedures who may require special or additional support from the Search and Rescue and Triage Teams.

The leaders of the Search and Rescue Teams, Triage Team, and the Logistics Team should know where to get copies of these items during an emergency so that their sections can adequately address the needs of students with specific emergency needs.

Emergency Notification for Students with Disabilities with Adaptations/Accommodations for Disaster Procedures

Administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conduct regular emergency drills that incorporate emergency notification systems, such as the fire alarm system and PA system, into all emergency drills to test the system and identify any non-functional elements. Drilling with the school’s emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with disabilities who have adaptations/accommodations for disaster procedure. Supplemental online alarm systems training courses STEPS 411 and 418 are offered through MyPLN.

The Administrator/Designee for Access and Functional Needs should ensure the following are in place:

- All students are familiar with the sound of emergency alert systems, as well as the location of alarms and lights.
- All students, including students with communication challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age and ability, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.
- Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as a lockdown).

Administration should make sure that all alarm systems, PA systems, and telephone systems are functional as part of the regular campus inspection process. Back-up plans, such as a cell phone list, should note individuals with adaptations/accommodations for disaster procedures.

Evacuation Concerns for Students with Adaptations/Accommodations for Disaster Procedures

As part of their planning process, schools will need to consider how they will assist students who cannot evacuate the building on their own, including students who cannot walk down a flight of stairs. In almost all situations, students can be assisted with a special evacuation device or carried down by two to four adults on the Search and Rescue Team. All multiple-story schools have been trained on how to operate an Evac+ Chair and have at least one device on campus. If you need additional support, contact the Office of Emergency Management at oem@lausd.net. Rescue technique training is available online through MyPLN course STEPS 210.

On an ordinary school day, students with mobility issues attend classes on the upper floors of buildings and use the elevator to travel from one floor to another. If there is an emergency that includes a power failure or activation of the fire alarm system, the elevator will not function, and these students will need assistance getting to the ground floor. These students will also need assistance after an earthquake, as elevators should not be used. In addition, disaster debris or damage may be disorienting to others who normally use the stairs, such as students who are blind or have visual impairments. Relocating students from upstairs classrooms with significant evacuation challenges to the ground floor should be considered for student safety.

Teachers are to use the ‘buddy system’ during evacuation, so that one teacher can take two or more classes to the Assembly Area, while the second teacher or designated adult assists or waits with students who cannot evacuate on their own.

During an emergency, Search and Rescue Teams may need to rescue students who are trapped and cannot evacuate the building on their own accord. As they search buildings, the Search and Rescue Teams need to check for any students who cannot walk down a flight of stairs.

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in campus emergency drills. It will only be through practice that team members become familiar with the students and will be able to

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implement adaptations/accommodations for disaster procedures. Drills should also pose a variety of challenges to practice, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area. Information is available in the REF-5803 Emergency Procedures, Drills and Districtwide Exercises.

All students with disabilities who have adaptations/accommodations for disaster procedures must be identified and know:

- Their accessible evacuation routes (to the Assembly Area, as well as off-site)
- What route they will take for both building evacuation (to the On-Site Assembly Area) and Off-Site relocation
- For building evacuation to the On-Site Assembly Area, alternate routes can be established to ensure accessible, safe, and efficient evacuation for individuals with access and functional needs (Note that all students/staff should use the same route, which should be accessible to all, for off-site relocation.)
- Who will assist them during an emergency
- How they will be assisted/rescued during an emergency
- Where students should wait, only if necessary and if there is a designated location
- What equipment will be used (e.g., Rescue-Seat, Evac+ Chair)
- Where assistive evacuation equipment is kept

All staff members responsible for assisting students during evacuations should be familiar with the evacuation buddy system and applicable assistive rescue devices and techniques.

A critical part of daily campus inspections is making sure that all access to the Assembly Area is open. All doors and exits should be open and work the way they were designed. Paved surfaces should be free of any obstruction. Blockages that are easily maneuvered by many can become overwhelming impediments to people with mobility challenges. All routes should be inspected to make sure they will service everyone on campus. This is especially true around construction sites, holiday decorations, and inclement weather.

Any person using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area. This school's specific plans for evacuation assistance includes:

We would relocate to Wilshire Park ES.

Preparing to Shelter and Care for Students with Disabilities Who Have Adaptations/Accommodations for Disaster Procedures

Once students with disabilities with related accommodations have been evacuated from the building, schools should take steps to maintain their physical and emotional safety until they can be reunited with a custodial adult.

Before an emergency, identify what specific supplies or materials are needed to provide ongoing care for students with healthcare needs. The greater the student's needs, the more supplies that may need to be stored for emergency use.

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School staff can create a backpack “go kit” with the necessary supplies and tag it with the student’s name. The backpack should contain all materials needed to support that student, as well as any documentation that may be needed by first responders or outside support agencies such as paramedics or hospitals. The bag can be stored in the classroom with the teacher or in the emergency bin if none of the supplies can be damaged by heat. Whenever the students evacuate the building, classroom employees must bring the backpacks with them. The school’s specific plans for disaster assistance for students with specific needs includes:

Student Walkers and oxygen Talk will be transported with a dolley.

For more tips and information on supporting students with access and functional needs, access LAUSD Emergency Preparedness for Students with Disabilities Tips and Checklist.

2.7 Public Disaster Shelters

Public disaster shelters are managed by the American Red Cross (Red Cross), and all shelter operations are coordinated through the Office of Emergency Management (OEM) in adherence to pre-established agreements. Any requests from the Red Cross for shelters should be directed to OEM at 213-241-3889 or the LASPD Watch Command at 213-625-6631 prior to any agreement being made to use a school as a shelter. More information is available in BUL-6084 LAUSD Use of School Facilities in an Emergency or Disaster Situation.

2.8 Assessments

The school ensures that appropriate stakeholders participate in the annual self-assessment process.

Twelve self-assessments are completed online as part of Step 2 of the Integrated Safe School Plan process. They contain critical elements of safe and healthy school planning that must be completed for compliance with federal law, state law, and District policy and procedures. Results can be used to further facilitate the development of the school’s ISSP and enhance overall health and safety at the school.

The most successful assessments are conducted by a broad array of individuals at a school, including support staff and first responders. Students and parents, including students and parents with disabilities, or access and functional needs, should be included to the maximum extent appropriate. These individuals will reflect on the school’s practices, progress and challenges based on the prior year’s data to complete the assessments.

2.8.1 Health and Nutrition

Health services are provided by a school nurse to meet the health needs of students consistent with applicable state and federal laws. The school ensures access to medications, special diets, treatments, and emergency care consistent with law and District policy.

Responding to an Individual Experiencing a Sudden Cardiac Arrest or a Similar Life-Threatening Medical Emergency While on School Grounds

2. Plan Development

Sudden Cardiac Arrest (SCA) is the sudden, unexpected loss of heart function, breathing, and consciousness. SCA usually results from an electrical disturbance in the heart that disrupts its pumping action, stopping blood flow to the rest of the body. SCA is a medical emergency. If not treated immediately, it causes sudden cardiac death. The treatment of SCA is an immediate shock to the heart using an Automated External Defibrillator (AED) that may stop the fatal rhythm and allo'w a normal heart rhythm to return, along with the performance of cardio-pulmonary resuscitation (CPR). And as with any other serious injury or illness where life-threatening situations are suspected:

- Phone 9-1-1
- Notify the school administrator, school nurse, and the parent/legal guardian

If there is an interest to take an American Heart Association CPR/AED and/or First Aid course to become certified, click on the link below for more information and registration.

Acquisition and Use of an Automated External Defibrillator (AED)

For more details, access BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs).

The CA Health and Safety Code § 1797.196 (c) states when an AED is placed in a public or private K-12 school, the principal shall ensure that the school administrators and staff annually receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of the AED. The principal shall also ensure that instructions, in no less than 14-point type, on how to use the AED are posted next to every AED. The principal shall, at least annually, notify school employees as to the location of all AED units on campus.

CA E.C. § 35179.6 (b) states commencing July 1, 2019, if a school district or charter school elect to offer any interscholastic athletic program, the school district or the charter school shall acquire at least one AED for each school within the school district or the charter school. The school district or the charter school is encouraged to ensure that the AED or AEDs are available for the purpose of rendering emergency care or treatment within a recommended three to five minutes of sudden cardiac arrest to pupils, spectators, and any other individuals in attendance at the athletic programs on campus activities or events and shall ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at these activities or events.

Responsibilities of the Administrator:

As described in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs).

- Ensure that all school staff annually receive information on the following:

  - The school's CPR/AED Emergency Response Site Plan and AEDs' Placement, (the device's physical location on campus or in administrative office); and that the Site Plans are completed each year by October 15 (Attachment A).
  - AED Program Tri-Fold Information Pamphlet (Attachment B).
- Ensure that the use instructions and appropriate signage are posted next to every AED. AED signage must be visible with clear instructions that are no less than 14-point type (Attachment C).

Ensure that the following occur:

- Perform equipment maintenance of AEDs' essential supplies batteries and electrode pads, including spare batteries and electrode pads; and first responder kits.
- Complete mandatory readiness check test on each AED assigned to the school or administrative office on the 1st through 10th of every month in District's Vendor platform.
- Monitor AED Wi-Fi connection status and check device expiration dates periodically.
- Report any irregularities, (i.e., chronic malfunction, damage or theft) to the Branch.

Action items above include but are not limited to the following:

a. Report AED maintenance checks on the District-approved online platform via online login (Attachment D) or QR Code Scan (Attachment E).
b. Reorder outdated or damaged AED equipment supplies, as necessary.
c. Allow school site employees the opportunity to obtain CPR/AED certification that complies with the regulations adopted by the California Emergency Medical Services
    a. Authority (EMSA) and standards of the American Heart Association (AHA) or the
    b. American Red Cross (ARC).
d. Designate volunteer emergency site responders as described in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs) and maintain responder training records on the cloud-based device management system (Attachment F) and CPR/AED Emergency Response Site Plan form (Attachment A).
e. Report the AED usage event on the cloud-based device management system and complete both the Incident Report in the Confidential Report of AED Incident Response form (Attachment I) and the Incident System Tracking Accountability Report (iSTAR). Additionally, comply with post-usage event processes from the District-approved vendor.
f. Comply with District-approved Vendor's platform AED post-usage event process; and execute the Branch's AED post-usage event instructions.

Requirements when administering CPR and the use of an AED:

1. Call 911.
2. Call parent/guardian/emergency contacts.

3. Ensure that the individual who received CPR and the application of the AED is transported in an emergency vehicle to a hospital for further treatment and observation.

Administration of Naloxone (Narcan)/Protocol for Opioid Overdose Treatment

CA E.C. § 49414.3 authorizes school districts to:

- Provide emergency naloxone or another opioid antagonist to school nurses or trained personnel who have volunteered.
- Use naloxone or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose.
- Designate one or more volunteers to receive initial and annual refresher training, based on standards regarding the storage and emergency use of naloxone or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon.

Based on this authorization, LAUSD nurses and other designated personnel will have access to and training in the use of naloxone (Narcan). At this time, LAUSD provides staff training through MyPLN with completion certificates filed within each employee's personnel file. Further supplemental training is also conducted by a credentialed school nurse.

Responsibilities of the Administrator:

- Review the information contained in BUL-133120 Administration of Naloxone (Narcan) Nasal Spray.
- Discuss the naloxone nasal spray and reporting policy with employees, and parents/guardians.
- Ensure that school nurses, designated staff, school police (LASPD), local police, and other emergency responders (fire department or LAFD or 911-deployed responders), can access naloxone supply when needed.
- Maintain an annually updated Naloxone (Narcan) Emergency Response Site Plan on the premises where the naloxone nasal spray is stored. This plan shall be accessible to Emergency Personnel, such as school nurses, designated staff, school police (LASPD), local police and other emergency responders (fire department or, 911-deployed responders).
- Ensure confidentiality of all naloxone nasal spray uses and its reports.
- Report all instances of naloxone nasal spray usage by completing an iSTAR.
- Treat the report of naloxone administration as a confidential report for use by LAUSD attorneys and the Office of Risk Management. No copies of the report shall be furnished to anyone including employees, students, or parents without permission from the Office of the General Counsel.
- Ensure proper procedures correlating to the storage, restocking, and emergency use of naloxone nasal spray as an opioid antagonist are being followed.

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- Coordinate with designated staff to keep the naloxone and monthly checklists stored in a secure location.
- All schools must maintain records for seven (7) years.

Requirements when Administering naloxone (Narcan):

1. Call 911.
2. Call parent/guardian/emergency contacts.
3. Ensure that the individual who received naloxone is transported in an emergency vehicle to a hospital for further treatment and observation.

Access to and Administration of Epinephrine

For more details including the administration of epinephrine, please access BUL-114500 Administration of Epinephrine Auto-Injectors.

The CA E.C. § 49414 requires school districts to provide emergency epinephrine auto-injectors to school nurses, or trained personnel who have volunteered, to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. The intent is to protect not only persons with previously diagnosed allergies, but also persons who do not know they are allergic and who therefore may not have been prescribed epinephrine. In addition, Section 49414 requires a school district, county office of education, or charter school to annually distribute a notice and description of volunteer training.

In the event of a major disaster which requires evacuation, it is recommended that the emergency epinephrine auto-injectors be transported to the First Aid Station and turned over to the designated lead of the First Aid Station.

Food Services

School menus, Café-LA programs, and other pertinent food services and nutritional information can be found on the Food Services Division website at https://lausd.org/cafela.

Under California's Universal Meals Program, every school must serve breakfast and lunch daily without exception, including minimum and shortened days. 20-minute meal period for students to access and consume their meals is a state, federal, and School Board requirement. Schools that have an after-school program offer healthy snacks or supper meals provided by the Food Services Division.

For more information, access Board Resolution "Improving Food and Nutrition Policy," December 11, 2012.

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2.8.2 Positive Safe School Environment

2.8.2.1 Reporting and Notifications

Suspected Child Abuse and Neglect Reporting Requirements

Administrator Responsibilities:

- Review child abuse reporting policies with all employees twice a year (e.g., beginning of each semester), and assist or designate another administrator to assist employees seeking assistance in meeting their mandated child abuse reporting responsibilities.
- An employee who successfully completes the Child Abuse Awareness Training (CAAT) training will have certified the Employee Acknowledgement, and the supervisor may maintain a file of CAAT training completion certificates but is not required to do so. Additionally, while not mandatory, an administrator may request that employees under their supervision annually sign the Employee Acknowledgement of Suspected Child Abuse Reporting District Policy and Legal Requirements in the BUL-1347 Child Abuse and Neglect Reporting Requirements.
- Ensure all employees are auto enrolled and have completed the annual fall online CAAT and passed the assessment by the September due date of each school year.

Employee Responsibilities:

- Review and pass the online CAAT.
- An employee suspecting child abuse or neglect must file a Suspected Child Abuse Report (SCAR):

  A. If the employee has an emergent (urgent) SCAR to make (e.g., immediate risk of abuse, neglect, or exploitation or that the child is in imminent danger of harm or death), the employee must: (1) telephone report immediately or as soon as practically possible to a child protective agency; and (2) file a written report with the same agency within 36 hours of receiving the incident information.

  B. If the employee has a non-emergent (urgent) SCAR to make (e.g., non-life threatening and non-emergency), the employee has an option to report to the Department of Children and Family Services (DCFS) by immediately or as soon as practically possible using the one-step online Child Abuse Reporting Electronic System (CARES) offered by the DCFS: https://reportchildabusela.org.
- The employee reporting suspected child abuse should not attempt to verify the suspicion or prove that abuse or neglect has occurred.
- Investigation (questioning witnesses, obtaining written statements), notification (family, alleged perpetrator), counseling, and family intervention are the responsibilities of the child protective agency.

The employee must know the requirements to report known or suspected instances of child abuse and neglect and comply with such requirements. The employee must view the CAAT

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training, pass the CAAT assessment, and get their-training completion certificate. Summary guidelines for Child Abuse and Neglect Reporting:

- Reportable victims include persons under the age of 18.
- Child abuse includes physical abuse, sexual abuse, neglect, willful cruelty, unjustifiable punishment, life endangerment, mental suffering, and emotional abuse.
- If a District employee reasonably suspects child abuse or neglect, a report must be made immediately or as soon as practically possible and should not be delayed until the end of the school day. School procedures may not require the reporter to disclose their identity to school personnel prior to or after making a report.
- A child abuse report should only be made to one child protective agency (e.g., DFCS, law enforcement agency). School Police is not a child protective agency, and reports made to School Police are not a means of complying with the law.
- Child abuse reports are confidential.
- The law enforcement officer or DCFS social worker, who are Child Protective Services Agency representatives for this purpose, who receive a report of suspected child abuse or neglect determine the course of action and have specific legal authority and responsibilities. The official may interview school personnel as part of the investigation and may take the alleged child victim into protective custody.
- Any person mandated by the California Penal Code who fails to report any instance of child abuse, which they know or reasonably suspect to exist, may incur criminal, civil, and/or professional liability.
- No employee mandated under the provisions of the California Penal Code shall be civilly or criminally liable for reporting suspected child abuse or neglect in good faith.

Note: See BUL-2449.0 for reporting procedures for suspected abuse or neglect involving potential victims who are 18 years of age or older and who are dependent upon others for care.

Incident Reporting

Responsibilities of the Administrator:

- Inform all staff of the reporting/notification process.
- Identify and manage the users who have access to the online iSTAR system.
- Report all incidents using the iSTAR System. Reports should be timely and thorough.
- Follow incident reporting procedures in BUL-5269 Incident System Tracking Accountability Report (iSTAR).
- Report incidents also to Region Operations for appropriate follow-up.
- Regularly review incident reports for trends, particularly those incidents involving crimes, to identify and implement prevention strategies.

Incident Reporting Guidelines:

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An iSTAR is to be completed when there is an interruption to the operational and/ or instructional activities, such as but not limited to the following types of incidents:

- Any threat, including explosive device and terrorist threats, to the school, individual student, or staff.
- Student or staff member injured or missing.
- An assault or battery on a staff member.
- Serious infraction by a staff member.
- Any event involving police or fire departments.
- Life-threatening incidents and safety hazards.
- Serious campus disturbances (major fight, demonstration).
- Natural disaster.
- Evacuations, lockdowns, shelter in place actions.
- Utility outage.
- Construction problem preventing access.
- Unplanned media or social media coverage.
- Harassment/discrimination.

The Los Angeles Schools Anonymous Reporting (LASAR)

The Los Angeles Schools Anonymous Reporting (LASAR) mobile app is designed to report non-emergency incidents anonymously. It is available for free download in the Apple and Android app Stores. School community members may report school related incidents involving:

- Threats of planned school attacks/violence
- Drugs
- Mental health crisis/self-harm
- School/Safety threat
- Weapons/Dangerous objects
- Property damage/vandalism
- Suspicious/criminal activity
- Human Trafficking

LASAR is operated by the Los Angeles School Police Department. It is an App for students, parents/legal guardians, and the public to report non-emergency incidents or crimes that may impact school safety. Emergencies or safety concerns that are actively occurring, should be reported to 911 or the Los Angeles School Police Communications Center at (213) 625-6631.

Emergency Alert Mobile App

Designed for District staff to notify LASPD and the site administrator, in real-time, in the event of an active assailant situation on school premises. The app is designed to work only within LA Unified school and office locations and automatically identifies the school/office location when

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the emergency alert is triggered. This app is available for free download in the Apple and Android App Stores.

Notification in Parent-Student Handbook

Responsibilities of the Administrator:

- Discuss the contents of the *Parent-Student Handbook* with all staff members.
- Require that each parent/student return a signed receipt indicating that they have received and read the *Parent-Student Handbook*.
- Implement a school-site system for collecting and maintaining a signed return receipt from each parent/student.

2.8.2.2 Campus Security

Student and Employee Security

Suggested options for perimeter gate access during a Rapid Relocation, as well as Rapid Relocation procedures, are provided in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Also, see Section 6.8 Rapid Relocation of this plan.

Responsibilities of the Administrator:

- Assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted at the school, at an activity sponsored by the school, or on a school bus serving the school. This response includes immediately notifying School Police at (213) 625-6631 or the local law enforcement agency.
- Review the information contained in BUL-5721 Student and Employee Security, with the students and staff at the school.
- Assign custodial personnel to check the campus for loiterers and trespassers, especially restroom areas, when opening and closing the building and grounds.
- Call School Police at (213) 625-6631 when assistance is needed on or adjacent to the campus.
- Develop classroom-to-office emergency communication plans in the event that regular means of communication are unavailable.
- Support the implementation of a neighborhood school-watch program. Request residents to report any unusual activities on campus to the principal during regular business hours and to School Police or the local law enforcement agency during nights, weekends, and holidays.
- Develop strategies to control rumors concerning school or community incidents.
- Support the organization, under the supervision of appropriate school personnel, of a team of volunteer parents, other community residents, and staff members to patrol the campus and the perimeter.

- Enforce dress code that prohibits the wearing of gang apparel or the use of gang-related symbols.
- Consult with School Police, local law enforcement and the School Safety Planning Committee to review crime data for the area surrounding your school. Assess the current status of crime committed on school campuses, at school-related functions, and in the neighborhood surrounding your school (CA E. C. § 32282). A website that maps crime data by address, such as http://www.crimemapping.com, is a very useful tool. The following information can also be reviewed: office referrals, attendance rates/School Attendance Review Board data, suspension/expulsion data, California Healthy Kids Survey, School Plan for Student Achievement, School Experience Survey, local law enforcement juvenile crime data and property damage data.

Responsibilities of Staff:

- Report to the Main Office or other designated office prior to proceeding to assigned classrooms or work areas.
- Lock classroom doors when working alone before or after school hours.
- Establish and maintain a 'buddy system' when working in isolated areas or traveling to and from parking areas at the start and close of school.
- Exercise stringent control of assigned school keys and secure all personal valuables.
- Report any person loitering in or adjacent to parking areas, etc., or sitting in a parked car.
- Instruct students to avoid strangers and provide strategies for avoiding contact with strangers. Utilize the following resources as appropriate: LAUSD crime prevention programs, drug resistance programs, child abuse, and traffic safety bulletins.

Campus Supervision

Responsibilities of the Administrator:

- Maintain a current supervision plan and schedules for supervision staff.
- Provide training regarding campus safety and campus supervision and schedule meetings for campus supervision updates.
- Inform all staff, students, and parents of the campus supervision plan.
- Have custodial personnel check the campus for loiterers and/or trespassers, especially restroom areas when opening and closing the buildings and grounds.
- Review and post at all utilized entrances appropriate signs regarding weapons, visitors, trespassing, loitering, etc.
- Monitor or prohibit student access to cars during school hours.
- Review with campus supervision personnel procedures related to the proper use, maintenance, and security of issued hand-held and base radios. See "REF-6343 School-Based Radio System," or call the Radio Unit at (323) 224-2456.

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- See that the school adheres to the District policy on closed campuses. All exit gates, except the main gate, will be locked after the start of school. Student exit gates will be unlocked prior to dismissal time.

Locked Campus Policy

Responsibilities of the Administrator:

- Assign a school staff member, volunteer parent, or similar, to monitor the main entrance during the school day and assist visitors with signing in and reporting to the Main Office upon entry.
- Assign available school staff to monitor the campus perimeter, known trouble spots, and all building and gate entrances during the school day.
- Inform all students and parents/guardians that schools are closed campuses and that students are not allowed to leave the campus during the school day without the permission of the principal and the parent/guardian.

Visitors to School Campuses

Responsibilities of the Administrator:

- Schools must develop and post a visitor's policy. The policy must not set arbitrary time limits regarding frequency and duration of visits and must be distributed to parents and staff annually.
- Inform parents in advance of the procedures for visiting the school.
- Have all visitors report to the Main Office upon arrival. Visitors must wear a visitor pass and return the pass upon departure.
- Conduct a review to ensure that the appropriate and approved signs are posted regarding visitors, trespassing, loitering, and other requirements at all utilized entrances. Report persons loitering or trespassing on or adjacent to the campus to LASPD.

Administrators have the authority under the California Penal Code, Los Angeles Municipal Code, and the Education Code to report to the appropriate police agency visitors who fail to adhere to the posted "Visitor's Policy."

Responsibilities of the Parents/Visitors:

- All campus visitors must have the consent and approval of the principal/designee within a reasonable period of time after making a request to visit the school.
- Parents have the right to observe in the classroom in which their child is enrolled within a reasonable period of time after making a request.
- Visitors are not to converse with the students, teacher, or instructional aides during the visitation.

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- Visitors are to keep the frequency of classroom observations reasonable (to be determined by the activity being observed).
- Parents do not have the right to willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or cause substantial disorder in a place where a school employee is required to perform his or her duties.

School Police/Local Law Enforcement

Responsibilities of the Administrator:

- Meet with a School Police Officer or Area Sergeant to share and discuss information related to campus activity and the site's security operations and service needs.
- Review with staff the appropriate notification and protocol for reporting campus crime and incidents.
- Review with staff, on an ongoing basis, procedures related to the proper use and security of issued hand-held and base radios, with the assistance of LASPD, as necessary.
- Alert appropriate law enforcement agencies near school campuses and the respective Region about incidents and events that may have repercussions at other locations.
- Provide to staff safety bulletins and available information regarding incidents or situations that might impact personal safety or the school's education environment.
- Solicit community support to assist with student safety to and from school.
- Provide appropriate law enforcement telephone numbers to area residents and businesses and solicit their support in reporting unusual activities on and around the campus to School Police and the local law enforcement agency during nights, weekends, and holidays.
- If a local law enforcement agency notifies a site administrator with a request to disseminate information pertaining to a sex offender, contact the School Police Watch Commander at (213) 625- 6631 and advise them of the material received. LASPD will serve as the District's liaison with the agency to determine the expectations for the information, distribution, and the scope of the disclosure.

Procedures When Calling for Service from Law Enforcement Agencies:

- Identify yourself and your location. Give callback numbers (office or cell) where you can be reached most easily.
- Summarize the nature of the problem or incident.
- Give the location of the problem incident.
- Request medical assistance, if needed (if not already requested through 911).
- Describe the person or suspect involved: Provide a physical description (gender, ethnicity, age, height, weight, hair color and style, color of eyes, and clothing worn) and

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other known information (i.e., student, staff member, nonstudent, parent, other known or suspected gang affiliation, etc.).
- Describe weapon involved, if any: Type, location (on person, in vehicle, etc.), and manner used (actual use, threat, etc.).
- Describe method of transportation used by person or suspect involved and last known direction of travel. Indicate motor vehicle, motorcycle, bicycle, bus, skateboard, skates, etc., (if motor vehicle, give color, year, make, model, and license plate number) and any other information (i.e., number of passengers in the vehicle).
- Advise School Police if another law enforcement agency has also been contacted.

Responsibilities of the Los Angeles School Police Department (LASPD)

As peace officers, School Police Officers are expected to take appropriate steps to discourage potential law violations and head off potentially threatening situation. Their primary responsibility is to “keep the peace” by protecting students and staff from physical assault and school property from theft and destruction. LASPD officers will be available to support school-site administrators, students, staff, community members, and local agencies to create a safe and secure school learning environment. LASPD will also provide support through the Youth Diversion program to address safety issues and criminal conduct. Safe Passages and other specialized units will work to support LASPD officers assigned to support schools to ensure safety around the campus, enforcing all applicable laws fairly and impartially, and maintaining presence in safe passages areas. Minor violations will be addressed with the “spirit of the law” posture rather than a “letter of the law” posture in enforcement efforts.

School Police Officers will:

- Respond to the school for the protection of pupils and District personnel, the security of District property, and the prevention of theft and malicious mischief to cars and other personal property of school personnel on campus.
- Develop and maintain a positive, professional, and ongoing working relationship with the school-site administrators, students, staff, school community members, and outside local and law enforcement agencies, to address and problem-solve crime and safety issues and to meet the school’s safety objectives and goals as established.
- Follow all procedures consistent with the District-established policies and School Police directives.
- Act in an advisory capacity regarding the need to involve local law enforcement agencies.
- Assist with preparing, evaluating, and updating the Integrated Safe School Plan.
- Serve as a member of the school’s Crisis Team and School Threat Management Team.

Responsibilities of Law Enforcement (School Police/Local Agencies):

- In instances where law enforcement statutory requirements apply, the appropriate legal decisions are made by the police officer. While in most cases the situations will be obvious, in other less obvious instances, the legal decision will be made by the involved police officer, consistent with current Police Department and District directives and policies and in consultation with an LASPD supervisor.
- A lockdown of the campus is called by either a law enforcement agency or a site administrator to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school. The site administrator terminates the lockdown after consulting with law enforcement.
- Properly identified law enforcement officer are allowed to interview a student “in the presence of the principal or a teacher.”
- Properly identified law enforcement officers may remove a student from a school. Responsibility for parent notification of a student’s removal by law enforcement personnel rests with the school administration. The involved officer is also obligated to make parent notification.
- The difficult task of delivering death notifications to next of kin is the responsibility of law enforcement personnel or the Los Angeles County Coroner’s Office personnel, who have been provided with the training and resources necessary to carry out such notifications. If a death has occurred on campus and a member of the victim’s family arrives at the school prior to being notified of the death by law enforcement, the family member should be escorted to a private comfortable setting until law enforcement personnel arrive. If a member of the victim’s family calls the school prior to notification by law enforcement, they should be asked to come to the school.

Role of Law Enforcement Personnel When a School Becomes a Crime Scene:

- Law Enforcement personnel will establish a crime scene at any time when it is necessary to preserve evidence of a crime, or an investigation of a crime is in progress, including but not limited to: murder, suicide, death due to suspicious circumstances, or for other serious crimes involving students, staff, or others (crimes that include, but not limited to, vandalism, burglary, or arson). Only authorized law enforcement and fire department personnel are allowed inside the designated crime-scene area.
- The first police officer to arrive on scene will have specific duties to perform to ensure the protection of the crime scene and to assure that the crime is investigated properly. Despite the sometimes-chaotic nature that characterizes many crime scenes, the police must be permitted to do their job according to established procedures.
- A police supervisor or police officer will serve as the liaison with the school’s administration.
- The law enforcement officer in charge will determine if and when crisis team members or other support personnel from outside the school can enter the campus to begin their intervention assessments and follow-up activities.

- Once potential witnesses have been identified, it is essential to keep witnesses separate to maintain and preserve the integrity, clarity, and objectivity of each person's account. Therefore, school administrators may be asked to provide multiple locations on campus to isolate witnesses for questioning by law enforcement personnel.

2.8.2.3 Violence Prevention and Interpersonal Relations

Cybersecurity

- As the largest K-12 computing network in the United States, users of the LAUSD computing environment have a responsibility to do all they can to protect themselves, their accounts, the systems they use, and the secure data they deal with.
- Many District employees have regular access to sensitive information, which is protected with multiple layers of security. Employees are the first of these layers to protect District data, but they are also the most vulnerable. Most data breaches start with an attacker exploiting the human nature of employees in various social contexts to gain access to sensitive information. Employees may not realize they are a target and may be unsure how to prevent, identify, or report cybersecurity threats. It is critical to follow all District cybersecurity measures including those referenced in this section.
- The District has implemented an Information Security Training and Awareness (ISTA) program with the purpose of achieving the following strategic goals:

    1. Improve the District's resilience to cybersecurity threats.
    2. Establish a strong security-minded culture and integrate it into day-to-day District operations and decision-making.
    3. Improve compliance with external regulatory and contractual requirements that require mandatory training and awareness (e.g. HIPAA).
    4. Minimize the frequency and impact of security incidents.
- All employees must complete the online annual IT Cyber Security Awareness Training.
- To report a concern about a potential data breach or compromised machine or account to IT Security, employees should call the ITD Helpdesk at (213) 241-5200 or send an email to information.security@lausd.net.

All employees are encouraged to follow Cyber Safety tips on the ITS website: https://www.lausd.org/cybersafety. Additional details regarding the responsible use policy are also available at this site.

Digital Citizenship

Responsibilities of the Administrator:

- Provide staff with professional learning opportunities offered by the Instructional Technology Initiative within the Division of Instruction to deepen digital citizenship knowledge and practices: https://www.lausd.org/digcit

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- Review with staff the following bulletins to understand the implications of digital engagement in creating a safe school environment:
  - BUL-999 Responsible Use Policy for District Computer and Network System
  - BUL-6399 Social Media Policy for Students
  - BUL-5688 Social Media Policy for Employees and Associated Persons
  - Parent/Guardian Publicity Authorization and Release Forms

- Provide parent workshop sessions regarding digital citizenship practices of proactive engagement, safety, and security online: https://www.lausd.org/Page/16676
- Ensure that staff integrate digital citizenship instruction across content areas, leveraging District-adopted digital citizenship curriculum: https://www.lausd.org/Page/16689
- Establish a digital presence with purpose in alignment with District policies to maintain open communication with school community and model promising practices.

Code of Conduct with Students

- Provide a copy of the "Code of Conduct with Students" to each employee and any individual working with students on an annual basis at the beginning of each school year or when the employee reports to the site/work location if the school year has already begun.
- Post the "Code of Conduct with Students" in staff lounges and other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.
- Include the "Code of Conduct with Students" in the location's employee handbook, school's Safe School Plan, and in the substitute folder that is provided to substitute teachers who report to school sites.
- Remind employees/individuals to be mindful of the fine line drawn between being sensitive to and supportive of students' needs and a possible or perceived breach of responsible, ethical behavior.
- Encourage employees/individuals to use good judgment and caution them to avoid the situations indicated in the document.
- Reaffirm with employees and individuals of the duty to protect students and provide a safe and secure learning environment.

Sexual Grooming, Abuse, and Misconduct with Students

- Grooming is the deliberate process by which offenders gradually initiate and maintain sexual relationships with victims in secrecy.
- Over 90% of offenders are a family member or another adult in the victim's circle of trust, including those who work in schools, and who normally and regularly interact with the victim.
- Offenders in schools may be popular with students, admired by colleagues, recognized as valuable members of the school community, and appreciated by parents.

- The grooming process begins with the offender establishing a bond with their victim by behaviors such as spending time together, sharing secrets, providing gifts, and giving them special attention. Some behaviors may appear to be normal interaction between an adult and a student.
- Grooming that results in sexual conduct with a victim (e.g., sexual abuse, exploitation, and child pornography) is a crime and must be investigated by law enforcement.
- The "Code of Conduct with Students" serves as the District's policy for appropriate and professional interaction with students of all ages. Administrators must take prompt action to address any behavior that violates the Code of Conduct even when not deemed a crime by law enforcement.
- Students can also be suspected of abusing other students.

Administrator Responsibilities:

- Understand and recognize potential grooming behaviors.
- Present sexual grooming awareness training to employees.
- Complete the Administrator Certification page by the designated due date.
- Respond to reports of potential grooming of a student by an employee, a school-related adult, or another student.
- Contact Region Operations immediately after reporting suspected abuse to law enforcement in cases where the accused perpetrator is a District employee, a school-related adult, volunteer, or another student.

Employee Responsibilities:

- Report suspected child abuse as outlined in BUL-1347 Child Abuse and Neglect Reporting Requirements.
- For students over 18 years of age who are considered dependent adults, report suspected dependent/elder adult abuse as outlined in BUL-2449 Dependent/Elder Adult Abuse and Neglect Reporting Requirements.
- Mandated reporters must report suspected child abuse to a child protective agency. If the suspected perpetrator of the abuse of a student is a District employee, school-related adult, volunteer, or student, the mandated reporter is strongly encouraged to make the mandated child abuse report to local law enforcement (as opposed to DCFS). LASPD is not a child protective agency.
- Notify a Site Administrator of the misconduct immediately after making the child abuse report when a District employee, school-related adult, volunteer, or another student is suspected of abusing a student.
- Students can also be suspected of abusing other students. Mandated reporters must follow the same suspected child abuse reporting procedures.

Administrative Searches

School officials have the right to conduct searches of students under limited circumstances.

If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the search will turn up evidence that the student has committed a crime, is about to commit a crime, or has violated applicable laws, regulations, or school rules, the administrator may conduct a search of that student.

The administrator must:

- Be able to articulate the reason for the suspicion and the facts and/or circumstances surrounding a specific incident;
- Be able to reasonably connect the student to a specific incident, crime, rule, or statute violation;
- Have recent, credible information from personal knowledge and/or other witnesses;
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age, gender, and the nature of the offense.

When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct;
- Jackets, purses, pockets, backpacks, bags, and containers in the student's possession may be searched to the extent reasonably necessary;
- Under no circumstances may a body or strip search be conducted;
- Whenever possible school officials of the same gender as the student being searched may conduct the search;
- Searches based on reasonable suspicion should be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness);
- A student search should be conducted with more than one staff member present.

For more information, please see BUL-162111.

Gun Violence Prevention

Responsibilities of the Administrator:

- Distribute to families annually the Parent Legal Duties to Safely Store Firearms letter in the LAUSD Student/Parent Handbook, as required per CA E.C. § 49392 and Board Resolution 046-18/19 "Protecting Our Children from Preventable Gun Violence," June 18, 2019.
- Make gun violence prevention resources available to your parent/guardian community.

Safe School Collaborative

Responsibilities of the Administrator:

- Identify key community stakeholders in relation to safety, including but not limited to: law enforcement, probation, city attorney's office, city, and county human relations.
- Identify key LAUSD central and Region personnel to provide consultation and support, such as: Region Operations, Organization Facilitators, Human Relations, Crisis Counseling, etc.
- Identify a multidisciplinary school safety team composed of members such as, administrators, parents, teachers, school police officers, health, and mental health professionals (i.e., PSW, PSAC, School Psychologist, or School Counselor), after-school staff, etc.
- Identify a designated chair to convene the meetings, establish a needs assessment for the school and community related to safety concerns, identify goals and objectives, and assign roles and responsibilities.
- Work towards the development of safe passage to and from school for students.

Gang Risk Intervention

Key Elements:

- Become familiar with gang groups, related activities, graffiti, apparel, etc.
- Provide staff development regarding gang prevention and intervention strategies.
- Provide parent in-service training regarding gang membership and activities.
- Consult with Region Operations on the development of a forum for discussion that brings together influential students ("natural leaders") who represent all segments of the student population, including selected gang members.
- Collect information from law enforcement, probation, community-based organizations, and others to understand the scope of the school/community gang problem.
- Contact law enforcement agencies, gang experts, and formal/informal counselors to obtain strategies and related information. Probation officers can assist with students who are on probation.

Bullying & Hazing Policy

CA E. C. § 48900 (r) defines bullying as:

- "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

- Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
- Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school. For additional guidance, including investigative steps, access BUL-5212 Bullying and Hazing Policy (Student-to-Student).

Responsibilities of the Administrator:

- Ensure that bullying and cyberbullying training are available to employees who have regular interaction with students.
- Investigate allegations of bullying thoroughly and maintain confidentiality throughout the investigation.
- Respond to allegations whether the involved parties are students or employees. (For incidents between employees, refer to the BUL-5798 Workplace Violence, Bullying and Threats [Adult-to-Adult].)
- Take appropriate actions to resolve the situation.
- Document the investigation, interventions, and resolution.

Responsibilities of Staff and Student Rights:

- Schools must discuss relevant aspects of the Bullying & Hazing Policy with their students.
- Personnel are responsible for taking corrective action to prevent bullying in school, at school events, and to and from school.
- Any person has the right to report an allegation of bullying without reprisal or retaliation.

Hate-Motivated Incidents

For more details, access BUL-2047 Hate-Motivated Incidents and Crimes - Response and Reporting.

Responsibilities of the Administrator:

- Respond quickly to reported incidents, whether the victims are students, staff, or community members, and take action to stop the conduct, prevent recurrence and eliminate effects on the environment.
- Ensure the physical safety of the target and other affected parties by offering assistance, as appropriate.
- Investigate the incident, provide interim safety/emotional support measures, and take appropriate disciplinary action. If necessary, involve law enforcement and preserve evidence.

- Report the hate-motivated incident/hate crime to School Police and implement educational programs and activities that foster human relations skills and combat behaviors of name-calling, harassment, discrimination, hate, and bigotry.
- Review with employees and students and post nondiscrimination notices in all schools/offices, including staff lounges, student government meeting rooms, the main administration building, or other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.

Sexual Harassment Prevention Policy

Key Elements:

- All allegations of sexual harassment are to be treated seriously and responded to in manner that respects the privacy and dignity of all parties involved.
- All reported incidents of sexual harassment should be investigated and addressed to prevent recurrence, consistent with applicable federal and state laws. Depending on the nature of the conduct, complaints may be investigated under Title IX (34 C.F.R. Part 106), the Uniform Complaint Procedures (UCP), or resolved through an informal resolution process.
- Several attachments in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment) may be used to document the complaint, provide required notices, ensure parties are afforded all applicable rights, and support appropriate decision-making under the correct grievance process.
- The Sexual Harassment Prevention poster must be reviewed with students and employees and posted in all schools and offices, including staff lounges, student government meeting rooms, administrative buildings, each student restroom and locker room, and other locations where rules, policies, and expectations are displayed.
- Supportive measures must be offered equitably to both parties, regardless of whether a formal complaint is filed, and parties must be informed of any remedial or corrective actions taken following the resolution of the complaint.
- Sexual harassment complaints are often sensitive and complex; appropriate steps must be taken to ensure a prompt, thorough, and impartial investigation.
- For detailed procedures related to Title IX, UCP, or informal resolution processes, consult BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment.

For procedures regarding employee-to-employee complaints of sexual harassment refer to District BUL-6612 Non-Discrimination And Anti-Harassment (Including Sexual Harassment) Policy and Complaint Procedure

Title IX and California Gender Equity Protections

Key Elements:

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- Students are entitled to equal access and participation in all school programs and activities, including academic courses, extracurricular opportunities, clubs, and recognition programs, without discrimination based on sex (federal Title IX) or gender, gender identity, gender expression, sexual orientation, pregnancy or related conditions (California Education Code §§ 200, 220, 221.5).
- No student may be excluded from enrollment in a course or program, or otherwise treated unfavorably, on the basis of actual or perceived sex, sexual orientation, gender identity, gender expression, pregnancy, childbirth, lactation, or related medical conditions.
- All students must receive equitable access to academic counseling, instructional programs, extracurricular activities, and disciplinary practices, consistent with both Title IX (34 C.F.R. § 106.31) and California Education Code § 221.5.
- Sexual harassment committed by or against students or staff is prohibited and, depending on the context, may constitute sex discrimination under federal Title IX or gender discrimination under California law.
- Students and/or parents/guardians who file a complaint must be informed of the outcome of the investigation, in accordance with applicable grievance procedures.
- Schools must ensure equal opportunities for students of all genders to participate in physical education and athletic programs.
- Equal athletic opportunity includes access to equipment, supplies, practice and game schedules, facilities, coaching, travel allowances, publicity, and budgetary resources, as outlined in BUL-2521.
- Enrollment decisions must not be based on any protected category, including sex, gender, or sexual orientation.
- All complaints of sex- or gender-based discrimination must be handled confidentially, and retaliation against any participant in a complaint process is strictly prohibited.
- Schools must regularly review relevant data (e.g., complaints, participation rates, outcomes) to identify patterns and support efforts to increase campus safety and equity.
- Procedures for filing and investigating complaints, whether under Title IX, UCP, or informal processes, are detailed in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures.

Intergroup Relations

Responsibilities of the Administrator:

- Take proactive steps to build and maintain safe, healthy, welcoming, and affirming learning and working environments, where students, staff, and families' identities and voices are represented, recognized, and valued.
- Provide activities for meaningful interactions between student, staff, and parent groups to promote an appreciation of diversity and a supportive school climate. Trainings,

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activities, and resources are available from the Office of Human Relations, Diversity and Equity.

- Make a concerted effort to engage all students, including students in protected categories in the District's nondiscrimination statements (MEM-5818).
- Support schoolwide efforts to reduce misconduct and bullying by promoting pro-social behaviors.
- Follow the guidelines of BUL-5212 Bullying and Hazing Policy (Student-to-Student) for responding to allegations of bullying.
- Designate a point person for overseeing the school climate, bullying prevention efforts, and procedures for managing peaceful resolutions of conflicts (e.g., Restorative Practices and Peace Builders).

School Site Crisis Team

Responsibilities of the Administrator/Designee:

- Establish a safe, civil, and secure school environment.
- Establish a multi-disciplinary School Site Crisis Team, in accordance with the Integrated Safe School Plan.
- Ensure that the BUL-5800 Crisis Preparedness, Response and Recovery policy and all applicable protocols are implemented.

Suicide Prevention, Intervention and Postvention

Responsibilities of the Administrator:

- Designate Crisis Team Members/Suicide/Threat Prevention Liaisons (STPLs) in the ISSP's School Site Suicide/Threat Assessment Team.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Respond to reports of students at risk for suicide or exhibiting self-injurious behaviors immediately or as soon as practically possible.
- Monitor and follow-up to ensure that the risk has been mitigated through support and resources.
- Ensure that the Suicide Prevention, Intervention, and Postvention (SPIP) policy is implemented.
- Provide follow-up to relevant staff such as Region Operations, as needed.
- Report incidents in Incident System Tracking Accountability Report (iSTAR) as appropriate and update as needed.

Responsibility of all District employees:

- All District employees must complete the online Suicide Prevention and Awareness Training annually. The training certifies that employees know the warning signs and risk factors for suicide, as well as what to do if they are concerned about a student who might be suicidal. (See MEM-6910 Annual Suicide Prevention and Awareness Training.) If you have questions or concerns regarding the training, please contact your administrator.
- Inform the school site administrator/designee and/or STPL immediately or as soon as practically possible of concerns, reports, or behaviors relating to students who might be suicidal and/or engaging in self-injury.
- Adhere to the Suicide Prevention, Intervention, and Postvention (SPIP) policy.

Student Threat Assessment and Management

Responsibilities of the Administrator/Designee:

- Designate STPL in the ISSP's *School Site Suicide/Threat Assessment Team*.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Establish a multidisciplinary school site threat assessment team, in accordance with the ISSP *School Site Suicide/Threat Assessment Team*.
- Respond to reports of students exhibiting worrisome behaviors or making threats immediately or as soon as practically possible.
- Ensure that the Threat Assessment and Management (TAM) policy is implemented.
- Provide follow-up to relevant staff such as Region Operations, as needed.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the TAM policy and act in accordance with the policy.
- Report any worrisome behaviors or suspected threats to the school site administrator/designee and/or STPL immediately or as soon as practically possible.
- Cooperate in any investigation by providing accurate, relevant information.

Employee or Associated Adult Workplace Violence, Bullying, and Threats

Responsibilities of the Administrator/Designee:

- Establish a safe and respectful school or workplace environment.
- Ensure that the BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) is implemented.
- Investigate and respond to any verbal or written reports of violence or threatening behavior.
- Monitor and follow-up to ensure that the behavior has stopped.

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- Report incident on required form (see BUL-5798) and in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) and act in accordance with the policy.
- Promptly report any suspected workplace violence behaviors to the site administrator or designee.
- Cooperate in the investigation of employee workplace violence complaints by providing relevant information.

Student Dress Code/Uniform Policy

Key Elements:

- Representatives from stakeholder groups will review the school's dress code yearly to ensure it complies with guidelines and gender neutrality enumerated in BUL-6494 Student Dress Codes and Uniforms.
- All students shall show proper attention to personal safety and suitability of clothing for school activities. Specialized school programs and classes, such as physical education, science lab, wood shop, or culinary arts, may require specialized attire or unique restrictions.
- The school may prohibit attire or paraphernalia with language or images that are vulgar, sexually explicit, discriminatory, libelous, promote illegal or violent content, or which could reasonably be foreseen to create a hostile environment among rival gangs, individuals, or groups.
- Urban fashion in and of itself is not "gang-related" apparel.
- Students may wear jewelry or attire representative of an established religious faith, including, but not limited to a crucifix, yarmulke, headscarf, or turban.
- Students may wear sun-protective clothing outdoors.
- Hair, sideburns, mustaches, and beards may be worn at any length or in any style, and clothing may be of any fashion, style, or design.
- Parents must be advised of uniform policies prior to the beginning of the academic year (or upon enrollment), informed that uniforms are voluntary, and, if needed, be assisted in securing financial assistance to obtain desired uniforms.
- School uniform policies are voluntary. A student's parent/guardian must be notified annually and may exercise the right to opt out of the school uniform policy, though the student must adhere to the student dress code. Students shall not be penalized academically, subject to any disciplinary action or disparaging treatment or denied attendance to school or participation in school activities for opting out of the uniform.
- Schools must identify financial resources for students who are not able to comply with the school uniform policy due to financial hardship; this includes provision of physical

education uniforms at no cost if failure to have or wear appropriate apparel arises from circumstances beyond the control of the student.

2.8.2.4 Behavior Support and Formal Discipline

Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

Access resources at https://www.lausd.org/PBIS_RP

Responsibilities of School Administrator:

- Cultivate a safe, healthy, welcoming, and affirming learning and working environment in each classroom and schoolwide through the development of an integrated, trauma and resilience informed Multi-Tiered Systems of Support framework to support the implementation of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), including community and relationship building.
- Ensure a focus on prevention, common values, and shared accountabilities among school community members.
- Ensure that PBIS/RP are achieved through good first teaching, as well as differentiation and personalization of learning.
- Assume a leadership role in the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Team. Everyone has a stake in responsible, respectful, and safe behavior at school. This forms a foundation and an atmosphere that promotes learning and instruction. Administrative leadership is an essential ingredient of that foundation.
- Establish the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Team and ensure that the team meets regularly; support and monitor the team's implementation of the Schoolwide Discipline Plan; evaluate the outcomes; and modify strategies as needed; ensure that the team completes the Tiered Fidelity Inventory two times a year including scores and goals.
- Ensure school procedures effectively support the collection of data that accurately reflects schoolwide, classroom, and individual student social-emotional development and behavioral needs.
- Inform all students and parents/guardians at the beginning of each academic year or as students enroll about the school’s behavioral expectations, responsibilities, and procedures.
- Ensure that students, parents/guardians, and staff have access to copies of the Schoolwide Discipline Plan, that all stakeholders understand their responsibilities in learning the behavioral expectations, and the reinforcement and corrective procedures.
- Provide staff development on strategies, methods, and tools of implementing the school-discipline plan through a multi-tiered system of support including positive

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behavior interventions and supports, restorative practices, social emotional learning, and trauma-resilience informed strategies.

Responsibilities of School Staff:

- Develop healthy, positive relationships with students, staff, and families.
- Use a multi-tiered system of support with a focus on prevention.
- Identify, teach, model, and reinforce schoolwide and classroom behavioral expectations and correct misbehavior with an emphasis on teaching.
- Establish structure and a sense of safety and belonging by developing predictable routines, using effective management strategies, co-regulation, community building, and trauma-resilience informed approaches, as well as the active teaching of pro-social and stress reduction behaviors and strategies.
- Utilize student discipline referral data, Tiered Fidelity Inventory (TFI) scores and goals, School Experience Survey data, and other school climate and discipline data to identify professional development needs, organize support systems for staff and students, and to analyze effectiveness of instruction on behavioral expectations.
- Utilize school resources including, but not limited to, SSPT, Section 504 Plan or IEPs to develop behavior plans for students who exhibit behavioral challenges and implement these behavior plans.
- Partner with parent/guardian and engage in parent education and support, as necessary to support appropriate student behavior.

Formal Discipline

Responsibilities of the Principal/Principal's Administrative Designee:

- Ensure that the District's policy and procedures regarding student suspension and expulsion are fully implemented.
- Designate discipline staff and provide training focusing on investigation of student misconduct and school-site procedures of formal student discipline, including student suspension and expulsion.
- Ensure that recommendations for expulsion are made when students violate CA E.C. § 48915(c) except for sexual misconduct that requires Title IX procedures prior to student discipline. For detailed information regarding Title IX procedures, refer to BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment).
- The school principal will ensure that the school follows District policy and procedures regarding formal student discipline and fulfills responsibilities to attend or send an administrative designee who has first-hand information to present an expulsion case as well as appropriate witness(es) to testify during the expulsion hearing. Conduct a thorough investigation, collaborate with other school staff and law enforcement, when necessary, and determine whether formal discipline is appropriate.

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- Notify the parent/guardian/education rights holder (ERH) in a timely manner whenever their child is referred for disciplinary action.
- Enter all suspension information (school suspension, in-school suspension, and class suspension) into MiSiS accurately and record all other means of correction. Refer to BUL-5808 Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS).
- Advise the parent/guardian/ERH regarding the appeal process whenever the parent/guardian/ERH disagrees with the administrator's decision to suspend.
- Prohibit the use of "informal suspension" (e.g., telling a parent to keep a child home without an official suspension notice, or sending a student home without an official Pupil Suspension Notice); refer to BUL-5655 Guidelines for Student Suspension.

Responsibilities of Designated Discipline Staff:

- Conduct a thorough investigation, collaborate with other school staff and law enforcement, when necessary, and provide evidence to the school principal/designee for a decision on the formal discipline.
- Notify the parent/guardian/education rights holder (ERH) in a timely manner whenever their child is referred for disciplinary action.
- Enter all suspension information (school suspension, in-school suspension, and class suspension) into MiSiS accurately and record all other means of correction. Refer to BUL-5808 Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS).
- Advise the parent/guardian/ERH regarding the appeal process whenever the parent/guardian/ERH disagrees with the administrator's decision to suspend.
- Prohibit the use of "informal suspension" (e.g., telling a parent to keep a child home without an official suspension notice, or sending a student home without an official Pupil Suspension Notice); refer to BUL-5655 Guidelines for Student Suspension.

Suspension Guidelines:

Refer to BUL-5655 Guidelines for Student Suspension.

- Students are only to be suspended from school when they have committed an act listed under CA E.C. § 48900, CA E.C. § 48900.2, CA E.C. § 48900.3, CA E.C. § 48900.4, CA E.C. § 48900.7, or CA E.C. § 48915.
- Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to disruption [CA E.C. § 48900 (k)(1)] sexual harassment (CA E.C. § 48900.2), an act of hate violence (CA E.C. § 48900.3), or threats and intimidation against District personnel or pupils (CA E.C. § 48900.4).
- Students may not be suspended from school for any reasons, for more than five (5) consecutive school days.

- "Informal suspension" is prohibited. (e.g., telling parent to keep child at home without an official Pupil Suspension Notice or sending a student home without an official Pupil Suspension Notice).
- Extending suspension due to the parent's failure to attend a conference with school officials is prohibited.
- Suspending in absentia (when a student is suspended without being afforded an opportunity to discuss the alleged misconduct) is a violation of the student's due process rights, unless an emergency situation is determined. (Refer to Section V. D of BUL-5655)
- Students in general education shall not be suspended for more than 20 school days in any school year (30 days if student transfers to another school). For students with disabilities who have a Section 504 plan or who is regarded as possibly needing a Section 504 plan, if the misconduct is directly linked to the student's disability, and/or directly results from the District's failure to implement the student's Section 504 plan, the school shall not suspend more than 10 days or make a disciplinary change of placement. The team should consider updating plan accommodations/services and reviewing implementation strategies.
- Students in special education shall not be suspended for more than **10** school days in any school year. Refer to the LAUSD Special Education Electronic Policy and Procedures Manual (e-PPM).
- Problems with truancy, tardiness, and/or other attendance-related issues cannot be grounds for suspension.
- Once a student has been issued a school or in-school suspension, the suspension can only be overturned by the Region Administrator of Operations (AOO) through an appeal process. Refer to BUL-5655 Guidelines for Student Suspension.
- Appeal of a class suspension shall be handled by the principal. A parent may appeal a class suspension by teacher to the school principal. Only the principal can rescind a class suspension.

A teacher may suspend a student from class for any of the acts enumerated in CA E.C. § 48900 except for the student misconduct of willful defiance as described in CA E.C. § 48900 (k)(1).

1. A teacher may suspend a student from class for any of the acts enumerated in E.C. 48900, except for the student misconduct of willful defiance as described in E.C. Section 48900 (k)(1), per District policy.
2. A teacher should report the suspension to the principal and send the student to the principal/designee for appropriate action, which includes appropriate supervision. Refer to BUL-5655 Guidelines for Student Suspension and CA E.C. § 48910.
3. A student shall not be placed in another regular class during the period of suspension.
4. The student shall not return to the class during the period of suspension without the concurrence of the principal and the teacher. If the student is assigned to more than

one class per day, the student must attend the classes from which the student was not suspended. Refer to CA E.C. § 48910.

5. A student can be suspended from class for the remainder of that day (elementary) or period (secondary) and for the following day or period when the class meets. Refer to CA E.C. § 48910.
6. School staff may assign a student who was suspended for any of the reasons enumerated in CA E.C. § 48900 and CA E.C. § 48900.2 to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students, or staff, or if an action to expel the student has not been initiated. Refer to CA E.C. § 48911.1.

Opportunity Transfer Guidelines:

Refer to BUL-6362 Opportunity Transfer (O.T.) – Policy and Procedures.

- An Opportunity Transfer (O.T.) is a carefully planned school- or District-initiated transfer of a student within LAUSD schools for corrective reasons. It is issued as an alternative measure to address student misconduct after other means of correction have failed to bring about proper conduct or when the student's continued enrollment at the current school presents a safety risk to others. The purpose of an O.T. is to minimize factors that interrupt the student's academic progress, and thus to create a school climate that is safe and conducive to learning for all. To minimize disruption to the academic process, an O.T. may not be issued or terminated within the last six weeks of each academic term (semester, trimester, quarter). All student transfers shall be recorded and documented in the District's My Integrated Student Information System (MiSiS).
- An O.T. may not exceed one calendar year unless both the parent/legal guardian/ERH and the school agree.
- An O.T. may only be issued once during the student's matriculation through elementary school, twice during middle school, and twice during high school.
- To cancel an O.T., the principal must submit the Request for O.T. Cancellation to the Region AOO and obtain written approval.
- The O.T. process does not apply to students with an Individualized Education Program (IEP). An O.T. also may not be issued to a student who is not yet eligible for special education and related services (i.e., a general education student) if the District has knowledge that the child was a student with disability before the behavior that precipitated the disciplinary action occurred. For more information about this process, please contact your Region Special Education Administrator and the Division of Special Education Behavior Support Department via email: SPEDBehaviorSupport@lausd.net.
- For students with disabilities who have a Section 504 Plan.
    - With the exception to drug or alcohol related offenses, students eligible for nondiscrimination protections under Section 504 or students with a Section 504

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Plan may not be transferred through the O.T. process until a manifestation determination meeting has been held and the team determined that: (1) the conduct in question was not caused by, or had a direct and substantial relationship to, the child's disability; or (2) the conduct was not the direct result of the District's failure to implement the Section 504 Plan. Following this, the student may be considered for an O.T. with the assurance of full implementation of the Section 504 protections or applicable Section 504 Plan at the receiving school. For detailed guidelines, refer to BUL-4692 Section 504 of the Rehabilitation Act of 1973.

Expulsion Guidelines:

Refer to BUL-6050 Expulsion of Students - Policy and Procedures

- School principals are required to recommend the expulsion of any student who engages in behavior described in CA E.C. § 48915(c).
- A student who is recommended for expulsion is entitled to an educational placement the day following the last day of their suspension (e.g., day six of a five-day suspension).
- For a student with an IEP, a comprehensive Expulsion Analysis IEP meeting must be conducted, which includes an MDA, prior to recommending the student for expulsion.
- With the exception to drug or alcohol related offenses, students with disabilities served under Section 504 must have an MDA conducted and any appropriate updates to their Section 504 plans (as warranted) must be considered, prior to recommending the student for expulsion.
- No student can be expelled by the Board of Education unless direct evidence, in the form of oral testimony, is presented at the District's administrative Expulsion Review Committee (ERC) hearing.
- There are specific legal requirements for Local Educational Agencies (LEAs) for discipline notifications regarding a student in foster care in the following situations: (Refer to BUL-6050.3, Attachment M)
    - Suspension (includes an in-school suspension)
    - Expulsion
    - IEP meeting when a Manifestation Determination takes place
    - Involuntary Transfer to a continuation school
- For required notification of expulsion recommendation for students experiencing homelessness, refer to BUL-6050.3, Attachment N.

Additional Notifications

There are specific legal requirements for discipline notifications regarding a student in foster care in the following situations: (Refer to BUL-6050.3, Attachment M)

- Suspension (includes an in-school suspension)

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- Expulsion
- IEP meeting when a Manifestation Determination takes place
- Involuntary Transfer to a continuation school

For required notification of expulsion recommendation for students experiencing homelessness, refer to BUL-6050.3, Attachment N.

Maintenance of CA E.C. § 49079 Information:

Refer to BUL-3927 Mandated Reporting of Certain Behavior.

- Pursuant to CA E.C. § 49079 (a), a school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of CA E.C. § 48900 or in CA E.C. § 48900.2, 48900.3, 48900.4, or 48900.7.
- The District shall provide the information to the teacher based upon any records that the District maintains in its ordinary course of business, or received from a law enforcement agency, regarding a pupil described in this section.
- Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.
- Each teacher informed of CA E.C. § 49079 students shall be advised of the opportunity to review the student's records and shall be admonished regarding the confidentiality of information.
- Any information referring to CA E.C. § 48900 et seq. offenses shall be made available to each student's teacher from the current school year and three previous school years through MiSiS. After this time frame, access to a student's record will not be available to the teacher, consistent with CA E.C. § 49079.
- In MiSiS, all discipline offenses except for "3.6 - Possessed or used tobacco" trigger a CA E.C. § 49079 "D" Alert on the corresponding student's profile. To view a comprehensive list of students with an CA E.C. § 49079 alert, generate the Student Referral Report. In the report parameters, select "none" for Counseling Referral Reason, and deselect "3.6 - Possessed or used tobacco" from the Discipline Referral Reason. Refer to BUL-5808 Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS).
- The MiSiS Attendance Roster List view displays a "D" on the Alerts Column for students with a discipline file, consistent with CA E.C. § 49079. Teachers can click on the student profile and view any discipline by clicking on Support > Referrals, which will display discipline from the current school year and three previous years.

Guidelines When a Student Described in CA E.C. §49079 Is Transferred to Another LAUSD School:

When a student transfers between LAUSD schools, the receiving principal/designee will have access to the MiSiS discipline referral offenses noted in CA E.C. § 49079. Refer to BUL-3927 Mandated Reporting of Certain Behavior.

Responsibilities of Juvenile Courts:

- Welfare and Institutions Code (W.I.C.) Section 827 (b)(2) mandates that the Juvenile Courts submit to the superintendent of the district of attendance written notice whenever a minor who is enrolled in any of grades K through 12 has been found by the court to have committed any of certain specified offenses.
- The information furnished by the Juvenile Court shall be expeditiously transmitted to the principal at the school of attendance. The principal must expeditiously disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the student. In addition, the principal shall disseminate the information to any teacher or administrator directly supervising or reporting on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate fashion to avoid being needlessly vulnerable or to protect others from needless vulnerability.
- If a notice from the juvenile court is received by a school, the school should contact Student Health and Human Services, Student Support Programs, for assistance.
- Any information received by a teacher, counselor, or administrator shall be confidential and used only for the limited purpose noted above, and may not be further disseminated.

2.8.2.5 Facilities-Related

Key Control

Responsibilities of the Administrator:

- Maintain in writing current records of the distribution of all keys.
- Maintain a key safe or school vault in which keys that have not been issued are to be stored every night. Ensure that when not in the possession of authorized school staff, all keys, including custodial keys, are to be kept in a locked key safe or vault.
- Arrange to have all exterior doors of buildings opened and closed, as necessary.

Key Distribution:

- Master Keys: It is important to keep the number of master and specialized keys to a minimum to maintain site security. Master keys (“A” and “K”) shall be issued only to the plant manager and administrative staff. In addition, a maximum of five master keys may be requested for use by disaster emergency teams. These shall be maintained on a single ring at the site (in the key safe or vault) for emergency use only and are not to be used for other purposes.

- Sub-master Keys: Sub-master keys are to be issued only to school personnel who absolutely need them in the daily course of their responsibilities. They shall be returned to the key safe or vault nightly.
- Classroom Teacher Keys: Classroom teachers are to be issued only the keys to their classroom, storeroom, and cabinets and will be responsible for said keys. At no time shall a classroom teacher be issued a master key.
- Substitute Teacher Keys: Keys issued to substitute teachers and other District employees (maintenance, etc.) shall be returned daily.
- Alarm Keys: Three alarm keys will be issued to the site administrator who will be responsible for these keys. The administrator will designate the keys accordingly. No site will be issued more than three intrusion alarm keys without approval of the School Police Chief.

Key Control Guidelines:

- Staff members shall be notified that unauthorized possession by any person, including employees, of any site key is a misdemeanor (CA PEN § 469).
- Keys are never to be kept in classroom cupboards, filing cabinets, in or on teachers' desks, offices, or in staff mailboxes.
- Keys are never to be in the possession of students without the expressed written permission of the site key administrator. Keys are not to be loaned to students to open doors or gates.
- Staff is to be advised that prior to leaving any room, office, or work location, it is the employees' responsibility to double check that all doors and windows are closed shut and locked.
- Authorized personnel needing keys for the weekend or holiday activities will be issued keys which limit access to the room or area necessary for the weekend assignment. Prior written approval by the site key administrator must be obtained.
- At sites equipped with intrusion alarm systems, the School Police must be notified the week before the weekend or holiday that authorized personnel are scheduled to enter the site.
- All keys shall be checked and left with the site key administrator at the end of the school year or in the event of an assignment change.

Loss or Theft of Keys

The loss or theft of keys shall be reported to the Region Office and School Police (at 213-625-6631). In addition, the Maintenance and Operations Central Shops Lock Department shall be notified by creating an emergency service call. The Lock Department will immediately rekey sensitive areas (such as the library, computer lab, cum room, etc.) only.

Plant Inspections

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Responsibilities of the Designee for Inspecting the Campus Regularly:

Inspect the campus regularly for the following conditions and heed the following:

- All nonstructural hazards in classrooms and other sites where students are served will be eliminated.
- All damage to fences will be reported and corrected as soon as possible.
- All graffiti must be removed as soon as possible (take photographs if necessary).
- All litter must be removed as soon as possible.
- Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
- All nonfunctioning lighting fixtures must be reported and corrected as soon as possible.
- Ensure that the following signs are posted, visible, and legible: Visitors' policy, a drug, tobacco, weapon and violence-free school, and nondiscrimination and sexual harassment prevention policies.
- The designated person shall be responsible for contacting the appropriate Maintenance and Operation department or District Unit responsible for correcting or repairing any hazardous or unsafe element on the school campus.

Restroom Cleanliness

Responsibilities of the Administrator:

- Site plans for each secondary school are to specify where student restrooms are located and when they will be open each day, and that they are adequate to serve student needs.
- Provide adequate supervision of restroom areas throughout the school day.
- Announce and encourage all students, including student leadership, to prevent vandalism and keep restroom areas clean.
- Involve parents in setting behavior standards to maintain clean, functioning restrooms on campus.
- Post notices to stakeholders, "Important Information About Your Complaint Rights Williams Legislation" in each classroom visible to stakeholders.
- Maintain Williams' complaint forms in the school or District office.

Responsibilities of the Plant Manager:

- Randomly monitor restrooms daily, conduct daily observation Emergency routes and paths of travel used to and from of any fixtures needing repair, and place a "trouble call" to report needed repairs.
- At secondary schools, supervise and monitor restroom attendant personnel.
- Before students arrive at school each day, inspect student restrooms to ensure that overnight crews have cleaned and stocked each restroom with paper and soap supplies.

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- Assign restroom attendant or custodial staff so that, at a minimum of twice during each day, restrooms are spot-cleaned, cleared of trash, restocked with soap and paper supplies, and have floors that are dry and hazard-free.
- Schedule with the appropriate Maintenance and Operations department the “deep cleaning” of all restrooms three times per year.
- Complete and maintain daily restroom service logs at a disclosed site on the school campus.

Inventory/Marking of School Equipment/Property/Record Retention

Responsibilities of the Administrator:

- Responsibility for all school property rests with the principal.
- Teachers and other employees are held responsible for the care of all school property in their control.
- The principal ensures that District equipment are not loaned to any District employee, group, or other persons for personal use.
- Property is to be inventoried, marked as required and records must be maintained in accordance with the District’s record retention policy.

For more detailed instructions regarding equipment inventory, please refer to the following bulletins and reference guide:

- BUL-953 Control of Site Equipment, CA E.C. § 35168. This bulletin and education code requires school districts to maintain inventory records of equipment whose current market value exceeds $500. These records must contain a description of the equipment, manufacturer’s name, identification numbers, original cost, date of acquisition, the location of use, and the date and method of disposal, if applicable.
- BUL-3508 Inventory Requirements for Equipment Purchased with Categorical Program Funds. This policy bulletin outlines federal and state guidelines for requiring an inventory for equipment purchased with categorical funds at school sites and offices, including equipment previously purchased through the Imprest fund or with the Procurement Card (P-Card). P-Card and Imprest purchases are not allowable with Title I funds. The equipment must be maintained and readily available for examination. Equipment inventories are subject to review at any time by federal and state auditors for equipment costing a total of $500 or more.)
- BUL-1158 Accounting for Supplies and Equipment Purchases. The California School Accounting Manual states that expenditures are required to be classified by “objects” to provide consistency in financial reporting among school districts. Additionally, the District is required to adhere to Government Accounting Standards Board Statement No. 34 to separately account for all fixed assets (land, buildings, equipment, etc.) and report depreciation on those assets accordingly.

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- REF-71300 Record Retention for School Sites. This reference guide provides details for managing records at school sites and retention schedule listing records typically found at school sites.

2.8.2.6 School Arrival/Departure Plans

Traffic Patterns and Drop-off/Pick-up Points

Responsibilities of the Administrator:

- Work with OEHS or School Police to develop an appropriate drop-off and pick-up plan.
- Ensure through daily monitoring by designated staff that loading and unloading areas are “curbside” and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- Confer with School Police as necessary to establish traffic patterns, and drop-off and pick-up points that ensure student safety and minimize traffic congestion.

Safe Passage To and From School

Responsibilities of the Administrator:

- Collaborate with the Office of Environmental Health and Safety (OEHS) to assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc. OEHS may be reached at (213) 241-3199 or OEHSQuestions@lausd.net.
- Work with the Safe School Collaborative on safe passage and attend local law enforcement agencies Safety Collaborative meetings. For more information, please contact Division of School Operations at (213) 241-7921.
- At elementary schools, encourage parents to walk their children to school.
- Visit the OEHS Safe School Traffic Program webpage for current documents and resources. The Principal should ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Inform students, staff, and parents of designated student drop-off and pickup points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic noncompliance problems to School Police at (213) 625-6631 or local enforcement agency.
- Ensure bus loading areas are designated and that loading and unloading of passengers takes place only within these areas.

2.8.3 Attendance/Engagement and Dropout Prevention

Responsible Administrator:

2. Plan Development

LAUSD Strategic Plan: Pillar 2D: Outstanding Attendance

Ensure outstanding attendance to support in-class learning

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures,
- Ensure appropriate attendance, enrollment and withdrawal procedures are in place. Review the following resources:
    - MyPLN Training: Tools to Support Accurate Attendance and Withdrawal Procedures
    - Presentation: Tools to Support Accurate Attendance and Withdrawal Procedures.
- Track, monitor and regularly share attendance/engagement data with stakeholders.
- For a comprehensive list of activities, resources, and materials of the iAttend attendance initiative, visit the Pupil Services website and Enrollment, Attendance, and Withdrawal Resources Schoology group (Access Code: D4GT-DTTH-59Z3V).

Truancy/Tardiness Abatement

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures.
- Ensure that students and parents are informed of the school attendance and tardy policy, as well as all applicable laws relating to compulsory attendance.
- Ensure that the attendance team and school staff including the Pupil Services and Attendance Counselor are coordinating efforts on attendance expectations and outreach.

Responsibilities of the Teacher:

- Conduct outreach to build relationships with students and caregivers throughout the year, as appropriate, to support engagement and establish rapport/connections.
- Ensure that personal phone calls to home are made (by teacher and/or other designated staff) when students are absent.
- Ensure that attendance is submitted within the first 15 minutes of each class or period (or as required in alignment with current distance learning attendance taking guidelines, if applicable).
- Ensure that all absence reason codes, and times (if applicable) are entered.

CA E.C. § 48200 Compulsory Attendance Law:

Each person between the ages of 6 and 18 years, not exempted, shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or

charge of the pupil shall send the pupil to the public full time day school or continuation school or classes for the full-time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

Intervention for At-Promise Students

Responsibilities of the Administrator:

Administrators should ensure that

- At-Promise Students are immediately enrolled, even if they are missing academic and medical records, immunization records, proof of residency, a school uniform, or if they owe fees or materials to their prior school.
- The Pupil Services and Attendance (PSA) Counselor or a designated staff member is assigned to coordinate school attendance, dropout prevention, and recovery efforts.
- An Attendance Team/Multidisciplinary is in place to provide outreach and support for students who have disengaged.
- School staff support attendance and dropout prevention efforts.
- Coordination of services and supports with the A-G Diploma Program Counselor (select secondary schools only), Specialized Student Services Counselor, Pupil Services Attendance Counselor, and other designated staff.
- All school staff have read and follow:
    - BUL-4926 Enrollment, Attendance, and Withdrawal Policies and Procedures
    - BUL-6718 Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System
    - BUL-6231 Discipline Foundation Policy
    - BUL-6730 A Multi-Tiered System of Support Framework for the Student Support and Progress Team
    - REF-43782 Implementing a Multi-Tiered System of Supports Framework
    - Pupil Services and Attendance SharePoint - Due Diligence Efforts- Steps to Follow Prior to Withdrawing Students Quick Guide.pdf
- Schools implement a tiered system of support to address student attendance.
- School staff are trained and have access to LAUSD student information systems such as MyData, MiSiS, Focus, and Elevate, as well as classroom referrals to help identify and monitor/track at-promise students.
- Transition programs are in place to support incoming students and matriculating students as they adjust to their new classroom and school environments.
- The school climate welcomes and invites parent involvement through a parent center, parent conferences, parent meetings, personalized phone calls to parents, and that selected staff makes home visits when necessary to engage parents in their student's educational needs.

- There is a multidisciplinary team that looks at student and school data on attendance, withdrawal, and dropout information to make decisions at the school regarding student intervention programs and policies.
- The multidisciplinary team consists of appropriate non-classroom personnel, such as, Pupil Services and Attendance Counselor, Psychiatric Social Worker, deans, and APSCS and other designated staff.

Responsibilities of the Multidisciplinary Team/Attendance Team:

- Meet regularly to review attendance/engagement data and coordinate services and supports.
- Meet regularly to ensure the implementation and monitoring of a multi-tiered system of support for student attendance.
- Assess student, student subgroup and schoolwide data, establish a uniform referral process, and provide consistent follow-up on referrals.

Responsibilities of Staff:

- Staff is trained and aware of District mandates and procedures with respect to school attendance, withdrawals, dropout prevention, and recovery.
- School staff identifies and monitors students who are not making progress and coordinates with instructional staff to make needed adjustments to support student academic progress.
- Collaborate in the delivery of services to students.
- Be aware of and utilize resources both within the school and in the community.
- School staff systematically monitors, updates, and reviews student records.
- System for personalized interventions for students at risk of dropping out of school or who have recently left school.

Responsibilities of the Administrator:

- Create a school culture that reflects mutual support, caring, and safety for everyone.
- Ensure that selected school staff are trained on all District and non-district educational alternative placement options and that there is a process in place for referring at-promise students for educational supports and, when appropriate, to educational alternative placements, such as, but not limited to, community college classes, continuation schools, AC^{2}T, or Division of Adult and Career Education.
- Ensure that school staff are trained to work with at-promise students and utilize available resources to assist those students, such as, training on how to complete accurate enrollments and checkouts in MiSiS, how to identify at-promise students based on multiple risk factors (using reports such as those in MyData/FOCUS), how to create a welcoming, safe, and supportive school culture for all students, and how to link

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students/families up to necessary resources (academic, food, clothing, tutoring, etc.) to help students achieve their high school diplomas.

- Ensure that their school has a variety of academic programs in place to meet the individual needs of students at-risk for school failure or dropout, concurrent enrollment in ROP classes, online courses, summer school, tutoring, other credit recovery options and community resources.
- Ensure that student records are accurate. This includes ensuring that school clerical staff are trained on how to accurately enter student data into MiSiS upon enrollment and withdrawal (i.e., correct leave/enrollment codes are being used, upon every withdrawal, and student records are sent to the next school of enrollment in a timely manner).
- Students who are transferring between LAUSD schools should be auto-withdrawn in MiSiS by the receiving school; when the transfer is out of LAUSD, a school may only withdraw upon receipt of valid documentation to support the withdrawal. School personnel should document as much information as possible, including a destination, school, address, phone number and contact information. The school should also attempt to collect the “Parent Assurance Letter.”
- Schools should document all records requests in MiSiS: MiSiS Enrollment Job Aids. (Select “Entering Student Record Request” under “Withdrawal/No Show.”)
- The school has partnerships and collaborates with community agencies that can provide resources and options to students who are at risk of school failure and dropping out of school.

Responsibilities of School Staff:

- Work with parents/guardians and students to systematically monitor and follow-up with students regarding the supports/interventions and referrals provided to ensure access and effectiveness.
- School staff reviews student-level data to identify which students require supplemental educational services (i.e., tutoring, online courses, etc.,) and link those students and parents to the educational resources they need.
- All staff work collaboratively to identify students in need of prevention/intervention.

System to Recover, Enroll, or Provide Alternative Education Referrals

Responsibilities of the Administrator:

- Assign a multidisciplinary team of school staff to work collaboratively on clearing/locating and recovering students listed as lost transfers and whereabouts unknown (L8’s).
- Ensure that staff is trained and follow all bulletins, memos, and reference guides regarding LAUSD policy for non-grads and 5th year seniors, and provisions for students continuing beyond their fourth year of high school (e.g., students who are homeless, in foster care, English Learners, students with IEPs).

- Ensure that school staff knows how to re-enroll or provide educational alternative options to students who may have left school for a period of time but have chosen to return to school and work towards their high school diploma.
- Students matriculating and/or transferring within LAUSD shall provide updates through the required annually disseminated forms. Schools shall not require matriculating students to complete a new Student Enrollment Form or to provide additional documentation for address verification (with specific exceptions related to charter schools).
- Require appropriate staff to run/review monthly reports on all withdrawals each month and ensure that designated staff follows up to find out if students are currently enrolled.
- Communicate to staff the importance of accurate record-keeping and tracking.
- Ensure that all due diligence efforts have been made prior to withdrawing students; for students whose whereabouts are known and are not attending, schools are to contact the Region PSA Administrator for Resource Panel/SARB referral.

Responsibility of Staff:

- Staff clearly defines their role in recovering dropout students to avoid duplication of services.
- School support staff and clerical staff stay up to date on all new District bulletins, reference guides, and memoranda relating to the input of student information into MiSiS.
- Staff provides parents/guardians and students with information about their educational rights and options available to help them be successful in school.

2.8.4 Parent and Community Engagement

Parents are encouraged to provide a healthy diet, promote physical activity, and ensure overall good physical and mental health and wellness for their child. Parents are also encouraged to participate in the planning for their child's academic progress and success.

Physical and Mental Health Supports

The Medical Services Division (MSD) is committed to providing equitable healthcare to our school communities so that all students thrive academically, are engaged, successful and ready for the world.

Families are encouraged to visit the resources available through MSD Offices by visiting the website lausd.org/msd, where you can learn more about the following Offices:

- District Nursing Services
- Healthy Emergency Response and Support
- Student Medical Services and Medi-Cal Programs
- Student Mental Health and Wellness Services

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2. Plan Development

Community members can also request support by calling the Student and Family Wellness Resource line at (213) 241-3840 (Monday through Friday, 8AM – 4:30PM). District mental health and wellness staff are available to support with referrals for services such as mental health, immunizations, health insurance, food and housing, enrollment, and more.

Engaging families in topics aligned to safety, wellness, and other topics of focus for the District is foundational to accelerating student outcomes and overall family wellness. A bundle of modules with content for school leadership to engage families in training and learning about safety topics, including Substance Use and Fentanyl Awareness, are available for download by visiting lausd.org/sface and in the Principal's Portal. A LAUSD Single Sign On is required to access family engagement content.

The Office of Student, Family and Community Engagement also assists families by linking them to resources, workshops, and courses in the areas of the councils and committees, school volunteers, Parent Portal, understanding data and school budgeting, for example. Families may visit https://www.lausd.org/sface or email families@lausd.net for more information.

3. Incident Command System

3.1 Incident Command

The Incident Command System (ICS) is used by first responders, government agencies, private sector business and non-profit groups to manage emergencies, crises, and disasters nationwide, as well as planned events. LAUSD also uses ICS, which is a system that groups people by functions according to aptitude and skills, instead of rank/title. Every position reports to someone (see the School ICS Incident Command Team Chart in this section), which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command (Management in the LAUSD EOC)
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

The organization depicted on the School ICS Organization Chart can be expanded or abridged to meet the scope of the emergency/planned event. Not every emergency/planned event will require (activate) all of the teams or positions listed on the chart.

ICS can be adapted for schools with limited personnel. If no one is assigned to an ICS position, it is understood that the person who manages that position is performing the responsibilities of the unfilled position. For example, in some emergencies/planned events, the Incident Commander may not assign a person to oversee finance. In that case, the Incident Commander is still responsible for all applicable Finance and Administration responsibilities, such as financial documentation for potential recovery. Note that to optimally fulfill some of the emergency team duties, members should have training, preparation opportunities, and practice through drills.

Region Operations Centers (ROC): During some emergencies, crises or planned events, the ROC may be activated to provide immediate support to the schools. In such cases, the school is expected to maintain open and ongoing communications with the ROC, typically through their Operations Coordinator. Refer to the LAUSD Region Operations Center (ROC) Guide for more information.

Emergency Operations Center (EOC): When the emergency or crisis or planned event impacts a great geographical portion of the District and/or has numerous significant operational impacts beyond a school's or ROC's ability to manage, the L.A. Unified (EOC) may be activated. The EOC is responsible for coordinating resources and maintaining situational awareness Districtwide. For more information regarding the EOC, access the LAUSD EOP Handbook for Emergency Operations Center Responders. The school's Incident Commander will keep the EOC updated, in most cases through their Region and/or through the School Emergency Status Report (SESR).

3. Incident Command System

Schools will be notified if the SESR is activated and if schools are expected to update their status through the SESR. More information regarding SESR can be found at: https://sesr.lausd.net through the Principal's Portal.

It is recommended that team members and other District employees take Community Emergency Response Team (CERT) training. This hands-on disaster training is offered by local fire departments. LAUSD personnel can learn more about ICS by taking online video training courses STEPS 400, 420 and 421, available through MyPLN. Additional online emergency management classes appropriate for District employees are offered by the Federal Emergency Management Agency (FEMA) and are linked at https://www.lausd.org/fema.

Incident Command RALLION, MARIE FRANCE; LANGLEY, SHARON

During an emergency, the Incident Commander (IC) is responsible for setting the response objectives and directing activities from a designated Command Post. All functions report to the IC. To effectively direct response actions, the IC must constantly assess the situation and develop and implement appropriate strategies. The IC must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. At a school, these functions are typically directed by the principal or designee as the Incident Commander. The principal is assisted in carrying out this role by a Public Information Officer and Safety Coordinator, as needed. The IC should use “management by objectives” by setting specific goals and objectives for the total response. The objectives should be SMART, which is an acronym for Specific, Measurable, Achievable, Relevant and Timely.

Planning/Intelligence Section GONZALEZ DE TORRES, BERNICE; HORTON-HODGE, LISA

During an emergency, the ICS Planning and Intelligence section uses various methods and resources to efficiently gather information, analyze and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under ICS, this function is supported by a Documentation/Communication position, who reports directly to the Incident Commander if a Planning/Intelligence Lead is not assigned. The ICS Planning and Intelligence Section also predicts future needs, observes trends, and constantly answers the following questions regarding the emergency:

- How big is this problem?
- Who is affected?
- What are we going to need in the next hour, day, or week?

Operations Section RALLION, MARIE FRANCE; LIM, RICKY

Under ICS, all tactics for the emergency response are implemented under the Operations function. Many school site emergencies are complex enough for the Incident Commander to

assign an Operations Section Lead. This function is supported by staff reporting to the Operations Lead who have responsibilities such as rendering medical assistance, crisis intervention, search and rescue, site security, damage assessment, evacuations, access and functional needs support, and the release of students to parents. Within LAUSD, these activities are performed by the following teams:

- Triage Team
- School Site Crisis Team
- Search and Rescue Teams
- Access and Functional Needs Position
- Security/Utilities Team
- Fire Suppression/HazMat Team
- Assembly Area Team
- Request Gate Team
- Reunion Gate Team

Logistics Section ALVARADO, JANET; CHOI, SUNG

The Logistics section manages resources and provides all incident support needs such as facilities, transportation, communications, and supplies/equipment. Logistics supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; and providing supplies, resources, equipment, and services, including food service and adjusting meal schedules and menus, as needed. Within LAUSD, these activities are performed by Supply/Equipment Team, Hygiene Team, and Transportation Support Team if activated and they report to the Logistics Section Lead. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs.

Finance/Administration RALLION, MARIE FRANCE; LANGLEY, SHARON

The Finance/Administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for school site and responding District staff, and recovering school records after an emergency. They keep track of personnel time and costs, which are sometimes divided into two positions reporting to a Finance Section Lead.

3.2 Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal or designee, who is the Incident Commander. The Command Team includes the school's Public Information Officer, the Safety Coordinator, and the Team Leads for each of the other four functions (Operations, Planning & Intelligence, Logistics, and Finance & Administration). The Incident Commander sets goals and objectives for the activities of all other teams.

Team Assembly Location

Inside: MPR

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Outside: Playground

3.2.1 Incident Commander RALLION, MARIE FRANCE; LANGLEY, SHARON

The Incident Commander (IC), principal or designee, is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The only role of this person is to make decisions. Specific duties of the Incident Commander may include:

- Setting goals and objectives for the response team as a whole
- Assessing the situation periodically
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with the Region Administrator of Operations and central office staff
- Working with the Region regarding any messaging about the incident to internal and external stakeholders

3.2.2 Public Information Officer YOO, HYON DOUK; HONG, ELIZABETH

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the PIO may include:

- Receiving updates and official statements periodically from the Incident Commander
- Posting approved messages to parents via Connect
- Maintaining a log of PIO actions and all school-site-based communications
- Updating/consulting with the Region PIO or central Communications office
- Interacting periodically with the media (with prior review/approval from the Region/District Communications Office)
- Under the guidance of the Office of Communications, preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and alerting the Region PIO and Office of Communications of any misinformation
- Monitoring social media for rumor control and misinformation (may be supported by PIO)

3.2.3 Safety Coordinator LEMUS-RODRIGUEZ, JASMINE; ARGUETA, HENRY

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible. Specific duties of the Safety Coordinator may include:

- Checking periodically with the Incident Commander for situation briefings and updates
- Maintaining all records and documentation as assigned by the Incident Commander
- Monitoring drills, exercises, and emergency response activities for safety
- Identifying and addressing safety hazards

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- Ensuring that team members use appropriate safety equipment

Supplies and Equipment for Command Team

- School Emergency Response Boxes (REF-5450 School Emergency Response Boxes)
- Copy of the Integrated Safe School Plan and contact information
- Campus maps
- Staff cell phone lists
- Staff email lists
- Master keys (Note: Keys must be kept in a very secure location or with specific authorized individuals.)

Copies of staff and student rosters

- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit for Command Team
- Clipboard, paper, pens
- Hard hat for each team member
- Vest or other position identifier
- Large campus map

3.3 Triage Team

The members of the Triage Team are responsible for:

- Performing triage/disaster aid in the event of large-scale emergency impacting the school community
- Assessing injuries and administering necessary medical assistance as indicated
- Ensuring that first aid supplies are available
- Ensuring that designated school site staff are trained in the administration of medical measures, as appropriate
- Setting up triage area and temporary morgue
- Keeping accurate records of care given and triage tagging each of the injured with name, address, injury, and any treatment rendered
- Reporting critical injuries or deaths immediately to Triage Team Lead
- Recording information on transport to hospital by first responders

Assignments

Triage Team Lead: KIM, AMAZINGGRACE

Backup Team Lead: CARDENAS, MARTHA

Triage Team Member:

Triage Team Member:

School Nurse: KIM, AMAZINGGRACE

Team Assembly Location

Inside: Tent

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Outside: Playground

Triage Team Lead

The Triage Team Lead is responsible for oversight and communication related to triage and disaster first aid training, preparation, and planning. The Triage Team Lead will also direct team activities and, in the event of a large-scale emergency impacting the school community, periodically interact with the Operations Section Lead to determine medical needs and planned actions.

Specific duties of the Triage Team Lead may include:

1) Ensuring triage areas are set up
2) Supporting team members to ensure adequate triaging of the injured
3) Ensuring all medical supplies are available for the team
4) Ensuring Triage Team performs secondary assessments and appropriate disaster medical care after triage is complete
5) Periodically keeping Operations Section Lead informed of overall status
6) Ensuring designated school site staff are trained in triage and disaster first aid techniques and priorities

Triage Team Members (Triage, Disaster Medical Assistance)

The members of the Triage Team are responsible for:

- Designating and setting up triage areas, including access for emergency vehicles
- Assessing injuries/performing triage and administering necessary disaster medical aid during a large-scale emergency impacting the school community
- Ensuring that disaster first aid supplies are available
- Setting up triage stations and the temporary morgue, ensuring that all medical supplies/equipment are accessible, including taking these items out during evacuations
- Keeping accurate records of care given and triage tagging each of the injured with name, address, injury, and any treatment rendered
- Reporting critical injuries or deaths immediately to Triage Team Lead
- Recording ambulance transport to hospital information
- Completing the Injury Report

In a large-scale disaster/emergency, it may be a while before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics (up to age 22) as listed in Step 4, under Additional Contacts of the online ISSP. It is best to have a staff member accompany each transported student; during an incident with many injuries, that may not be possible. Always note the name and transport destination for each person when they are transported.

Supplies and Equipment for the Triage Team

3. Incident Command System

Note: Staff/team members cannot re-enter buildings to retrieve supplies/equipment that are not stored in the emergency bin. Ensure that equipment is evacuated.

- Vest or position identifier
- First aid supplies
- Non-latex disposable exam gloves
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets
- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury Report
- Automated External Defibrillators (AED)
- Epi-Pen
- Biohazard bag
- Sharps container
- Student medication

Related Training and Resources

- It is recommended that all Triage Team members have first aid, cardiopulmonary resuscitation (CPR)/AED, and epinephrine administration training. More details on AED and epinephrine administration policy are available in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs) and BUL-114500 Administration of Epinephrine Auto-Injectors.
- Online training course STEPS 213, offered through MyPLN.
- Training information regarding CPR/AED and EpiPen is also available from the school nurse. Some CPR/AED information can also be found at lausd.org/CPR/AED; First Aid (and CPR) information is also available.
- The District is creating a Stop the Bleed training program. Details and updates are available here.

3.4 School Site Crisis Team

The School Site Crisis Team is responsible for addressing the mental health needs and social-emotional well-being of all students on campus during an emergency by providing Psychological First Aid (PFA) as needed, in the immediate aftermath of a critical incident or emergency, pursuant to the District's BUL-5800 Crisis Preparedness, Response and Recovery policy. PFA is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, or act of terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

Assignments

Crisis Team Lead: CHOI, SUNG

Backup Team Lead: LEMUS-RODRIGUEZ, JASMINE

3. Incident Command System

Psychological First Aid Team Member (Primary): PETERS, MADELINE

Psychological First Aid Team Member (Backup): RALLION, MARIE FRANCE

Team Assembly Location

Inside: MPR

Outside: Playground

Crisis Team Lead

The Team Lead is responsible for directing crisis responders and periodically interacting with the Operations Section Lead to identify concerns and report status. The Crisis Team Lead is also responsible for assigning personnel as needed, such as the Psychological First Aid Team Members, and ensuring appropriate training is provided. Supplemental online training courses STEPS 212 and 409 are offered through MyPLN.

Psychological First Aid Team Members

The members of the Psychological First Aid Team, with the guidance of the Crisis Team Lead, are responsible for monitoring the social-emotional safety and well-being of the students and staff in designated areas, such as the Assembly Area and Triage Area. Specific duties of the members of the Psychological First Aid members may include:

- Assessing needs and providing Psychological First Aid
- Providing reassurance and support to students
- Updating the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident
- Coordinating with Logistics to provide water and food to students and staff when necessary
- Supporting other teams, as needed

Supplies and Equipment for the Psychological First Aid Team Members

- Vest or position identifier
- Hand-held two-way radio
- Ground cover and tarps
- First aid kit
- Paper, pens/pencils

3.5 Search and Rescue Team

The Search and Rescue (SAR) Team is responsible for preparing and performing search and rescue operations during an emergency when the fire department is delayed due to the nature of the disaster. There may be two or more SAR teams at a school, depending on the size and layout of the site. Each team must have four members, as they work in pairs for safety reasons. Supplemental online training course STEPS 214 is offered through MyPLN.

3. Incident Command System

Assignments

Search and Rescue (SAR) Teams Coordinator: HORTON-HODGE, LISA

Backup SAR Teams Coordinator: LEMUS-RODRIGUEZ, JASMINE

SAR Team 1 Members: CHOI, SUNG; LEMUS-RODRIGUEZ, JASMINE; RECINOS, JENNIFER; CARRILLO, SONYA

SAR Team 2 Members: KIM, JOANA; KIM, HYOSUN; KIM, EDWARD; RENDEROS, MILI

SAR Team 3 Members: LUIZAGA, HAROLD; MOTA, LUISA; CORTEZ SAMAYOA, JUAN; PACAS, JONATHAN

SAR Team 4 Members: CHO, HYUN JIN; MENDOZA-VELAZQUEZ, MARY; RUIZ, LETICIA; REGNIER, LUZ

Team Assembly Location

Inside: MPR

Outside: Playground

Search and Rescue Teams Coordinator

The Search and Rescue Teams Coordinator assigns each SAR team their specific areas and duties, records findings on maps and in logs, keeps the Operations Section Lead informed of overall status, and coordinates appropriate training. Specific duties of the Search and Rescue Teams Coordinator may include:

- Ensuring that each responding SAR team has four members and that those four members work in pairs for safety reasons
- Obtaining briefings from the Operations Section Lead, and the Assembly Area Team, noting missing students, identified damage and site hazards, and any other situations requiring SAR response
- Assigning and recording SAR teams based on available team members, maintaining four persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

Search and Rescue Team Leads

Each Search and Rescue Team Lead is responsible for directing the activities of their assigned SAR team and apprises the SAR Teams Coordinator of the team's status and their findings throughout the search and rescue process. Specific duties of the Search and Rescue Team Leads may include:

- Obtaining briefings from the SAR Coordinator

- Directing search and rescue operations for their assigned team
- Reporting findings to the SAR Teams Coordinator during search and rescue operations.

Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the SAR Team may include:

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to SAR Team Lead upon discovery
- Rescuing trapped survivors on campus, if it is safe to do so
- Evacuating survivors who need assistance
- Working with the Security/Utilities Team and Fire Suppression/Hazmat Team to shut off gas or extinguish fires as necessary
- Reporting periodically to the Team Lead the location, number, and status/condition of injured or missing survivors
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms and outdoor areas which may have survivors
- Sealing off and posting areas where hazardous conditions exist
- Contacting Security/Utilities Team to secure the building from reentry after the search

Supplies and Equipment for Search and Rescue Teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand-held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets
- Bolt cutters (for cutting security screens from around windows)
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- First aid backpack/fanny pack (one team member wears it)
- Evacuation Chair (applies to multiple story schools and not to be stored in emergency bin)

Many of these materials are found in the search and rescue kit, which can be purchased through the LAUSD Warehouse.

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3. Incident Command System

3.6 Access and Functional Needs Position

Access and Functional Needs (AFN) position is responsible for ensuring that the needs of students and others on campus who have disabilities or other access or functional needs are considered throughout the ongoing development and execution of this plan. This includes ensuring existing procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973 and the annual evaluation of the ISSP to ensure appropriate adaptations for pupils with disabilities. The role also supports the principal if a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil, after an ISSP evaluation is conducted brings concerns about an individual pupil's ability to access disaster safety procedures described in the ISSP.

The AFN Team will coordinate activities with the Operations Section as needed. Planning efforts by this team include ensuring the availability of any necessary supplies and equipment and sharing plans and equipment locations with emergency teams and other staff who will further support the individuals with these needs during an emergency. Resources to support this team's work are available at: http://lausd.org/afn.

Assignments

Access and Functional Needs (AFN) Team Member: ALVARADO, JANET

Backup Access and Functional Needs Position: YUN, MI YOUNG

Assembly Location

Inside: MPR

Outside: Playground

Roles and Responsibilities

The AFN position is responsible for ensuring the safety of students and adults with access and functional needs during drills and emergencies and facilitates the planning and preparation for appropriate support. The AFN position directs assistance activities and coordinates with the Operations Section to identify specific disabilities or access and functional needs of the school population, and also considers the potential needs of visitors. The position is responsible for ensuring that these individuals are safely evacuated and supported during drills and emergencies including by ensuring necessary adaptations are in place and by supporting the evaluation and ISSP modification process, as necessary. Related procedures are outlined in REF-5511 Completing and Updating the Integrated Safe School Plan.

Support:

For more tips and information on supporting students with access and functional needs, access LAUSD Emergency Preparedness for Students with Disabilities Tips and Checklist.

3. Incident Command System

Contact your Region's Special Education Administrator or the Office of Americans with Disabilities Act Compliance.

3.7 Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with the Operations Section as needed. The Security/Utilities Team shuts down heating and air conditioning units, gas, power, and water utilities as necessary to protect students and staff and to minimize damage to school facilities. The team must also coordinate closely with the Reunion Gate Team for gate access to safely reunite students with their parents or lawful guardians. This team may include campus aides, and members of the custodial and cafeteria staff.

Assignments

Security/Utilities Team Lead: AYALA, ERICK

Backup Team Lead: ARGUETA, HENRY

Security/Utilities Team Member:

Security/Utilities Team Member:

Team Assembly Location

Inside: MPR

Outside: Playground

Security/Utilities Team Lead

The Security/Utilities Team Lead is responsible for directing team activities and interacting with the Operations Section Lead to identify problems and report status and coordinates appropriate training. The Security/Utilities Team Lead is also responsible for checking with the Operations Lead to ensure that local utility companies (water, electricity, gas, and sewer) are notified of outages and issues as needed.

Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate actions to shut off utilities, as needed. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking some gates when appropriate
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents
- Keeping students and staff out of buildings, as necessary

- Assisting at Reunion Gate, as appropriate
- Assessing and reporting damage to school facilities
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier
- Hard hat, gloves, and any personal protective equipment
- Master keys
- Hand-held two-way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

3.8 Fire Suppression/Hazmat Team

The Fire Suppression and Hazardous Materials (HazMat) Team is responsible for extinguishing small fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Operations Section. Team members complete the School/Site Preliminary Damage Report. Operating a fire extinguisher is covered in STEPS 201, available on MyPLN, and is strongly recommended training for this team.

Assignments

Fire Suppression and HazMat Team Lead: PEREZ, JOSE

Backup Team Lead: ARMAS CARCAMO, BESSIE

Fire Suppression and HazMat Team Member:

Fire Suppression and HazMat Team Member:

Team Assembly Location

Inside: MPR

Outside: Playground

Fire Suppression and HazMat Team Lead

The Fire Suppression and HazMat Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Lead is also responsible for gathering the School/Site

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Preliminary Damage Reports from the Team Members and having forms readily available to Operations.

Fire Suppression and HazMat Team Members

The members of the Fire Suppression and HazMat Team are responsible for extinguishing small fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the School/Site Preliminary Damage Reports will be submitted to the Team Lead. Specific duties of the members of the Fire Suppression/HazMat Team may include:

- Evaluating potential release of chemicals.
- Maintaining list of chemicals on site with map/storage location specifics.
- Identifying damaged areas on the School/Site Preliminary Damage Report. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire:
    1. Class A, B or C for ordinary combustibles
    2. Class B or C for fires involving flammable liquids
    3. Class C only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas

Supplies and Equipment for the Fire Suppression/HazMat Team

- Vest or position identifier
- Hard hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two-way radios
- Master keys on lanyard
- Clipboard with job duties and School/Site Preliminary Damage Report
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools
- Site maps
- Absorbent materials
- Broom
- Dustpan
- Neutralizer
- Hazardous waste labels

3.9 Assembly Area Team

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Operations Section Lead. Operations will then relay reports of missing students to the Search and Rescue Team.

3. Incident Command System

Assignments

Assembly Area Team Lead: RALLION, MARIE FRANCE

Backup Team Lead: LANGLEY, SHARON

Assembly Area Team Member:

Assembly Area Team Member:

Team Assembly Location

Inside: MPR

Outside: Playground

Assembly Area Team Lead

The Assembly Area Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Lead is also responsible for collecting the Missing Persons Report from team members and providing the report to the Incident Commander.

Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation and accounting of students, staff, and visitors during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students/adults from teachers or other personnel.
- Ensuring that students are orderly, stay with their class and are supervised so that they can be found quickly when parents arrive.
- Gathering Missing Persons Report from each teacher and other designated personnel and submitting forms to the Assembly Area Team Lead.
- Assisting the Reunion Gate Team as required.

Supplies and Equipment for Assembly Area Team

- Copy of Site Plot Plan and Vicinity Map showing designated on and off-site Assembly Areas
- Injury Reports and Missing Persons Reports
- Bullhorn
- Clipboard and pens for forms
- List of employees who were on campus (when incident took place)

3.10 Request and Reunion Gate Teams

Request Gate Team

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

3. Incident Command System

Assignments

Request Gate Team Lead: YOO, HYON DOUK

Backup Team Lead: HONG, ELIZABETH

Request Gate Team Member:

Request Gate Team Member:

Team Assembly Location

Outside: Gate

Request Gate Team Lead

The Request Gate Team Lead is responsible for directing team activities and periodically interacting with the Operations Section Lead to identify problems and report status, coordinates appropriate training, and ensures that order is maintained at the Request Gate. The Request Gate Team Lead will refer all outside requests for information to the Public Information Officer. Supplemental online training course STEPS 419 is offered through MyPLN.

Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents/guardians/ designees, providing them with the paperwork authorizing the holders to reunite with their students at the Reunion Gate, and checking identification. Specific duties of the members of the Request Gate Team may include:

- Greeting and quickly directing arriving parents, guardians, or designees to the Request Gate.
- Providing reassurance to parents, guardians, or designees and maintaining order. The use of large signs showing the school status and student pick up protocol in all languages is suggested.
- Checking identification of those requesting to pick up students.
- Directing parents or guardians to the Reunion Gate.
- Dispatching student runners to the Assembly Area to escort students whose parents have come to claim them.

Supplies and Equipment for Request Gate Teams

- Keys to the Request Gate
- Student lists
- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Signage for parents specifying the process and information needed for pick-up in the languages appropriate for the school
- Sign-making materials, including zip ties and tape
- Bullhorn
- Reunification forms (blue slips)

- Yellow caution tape, student runner I.D. lanyards, extra school radios, chalk, etc.

Mass Reunion Planning

The Request and Reunion Gate Teams need to have an expansion plan for a massive influx of parents. The following activities should be part of every school's Request/Reunion Gate preparedness program:

- Cross-train other teams to assist. When the Search and Rescue Team members are done with their assignment, they may be reassigned by the Operations Section Lead to assist the Request or Reunion Gate Team.
- Ensure that there are enough supplies (pens, forms, clipboards, etc.) for the additional Request Gate Team members so that additional stations can be opened.
- Have a plan to re-organize the Request Gate to divide the parents into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school. Ensure that there are sign-making supplies to allow for reorganization.

Reunion Gate Team

The Reunion Gate Team is responsible for compassionately reuniting parents or guardians with students. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students, a highly sensitive issue. The team checks identification and will keep accurate records of students leaving the campus. Members of the School Site Crisis Team and Security/Utilities Team may be asked to assist the Reunion Gate Team. If a child is injured, it is recommended that the parents be invited to a private or secluded location, away from others, to be informed of their child's condition. It is suggested that a member of the School Site Crisis team stay with the parent and assist them.

Assignments

Reunion Gate Team Lead: CHOI, CHUNG

Backup Team Lead: GRANADOS, FLOR

Reunion Gate Team Member:

Reunion Gate Team Member:

Team Assembly Location

Outside: Gate

Reunion Gate Team Lead

The Reunion Gate Team Lead is responsible for directing team activities and periodically

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interacting with the Operations Section to identify problems, request additional personnel, report status, and ensure order is maintained at the Reunion Gate. The Reunion Gate Team Lead will refer all media or other outside requests for information to the Public Information Officer. The Reunion Gate Team Lead is also responsible for collecting the Student Release Log from the Team Members and should have the forms readily available to Operations.

Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, or designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, or designees at the Reunion Gate and maintaining order.
- Verifying identification and authenticity of reunification forms.
- Verifying parent/guardian/designee is listed on the student's Student Emergency Information Form (student emergency card)
- Confirming students recognize the authorized adults who come for them and requiring adult to sign student out of school.
- Completing Student Release Log and submitting them to the Reunion Gate Team Lead.

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radios
- Tables and chairs
- Office supplies –pens, paper, clipboards, release forms, yellow tape, hanging clips, etc.
- Student rosters with class schedules
- Flashlights
- Keys to the Reunion Gate
- Student Release Log
- Student Emergency Information Forms (student emergency cards)

3.11 Supply/Equipment Team

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location.

Assignments

Supply/Equipment Team Lead: MENZIES, SCOTT

Backup Team Lead: CHARLIE, CHRISTINE

Supply/Equipment Team Member:

Supply/Equipment Team Member:

Team Assembly Location

Inside: Lunch area

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Outside: By the bins

Supply/Equipment Team Lead

The Supply/Equipment Team Lead is responsible for directing team activities and keeping the Logistics Coordinator informed of overall status. Specific duties of the Supply/Equipment Team Lead may include:

- Distributing emergency water and food supplies.
- Supporting the hygiene team as necessary, to set up and maintain sanitation stations.
- Confirming supply/equipment needs for any persons with disabilities, access and functional needs fulfilled.
- Controlling conservation of water.

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Sanitation supplies
- Care and shelter supplies, including mylar blankets and pop-up canopies

Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies
- Supporting the hygiene team as necessary, to set up and maintain sanitation stations
- Confirming supply/equipment needs for any persons with disabilities, access and functional needs fulfilled.
- Controlling conservation of water.

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Sanitation supplies
- Care and shelter supplies, including mylar blankets and pop-up canopies

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3. Incident Command System

3.12 Hygiene Team

The Hygiene Team works under the Logistics Section Lead and is responsible for providing all necessary sanitation-related support.

Assignments

Hygiene Team Member: PEREZ, JOSE

Backup Team Lead: ARMAS CARCAMO, BESSIE

Hygiene Team Member:

Hygiene Team Member:

Team Assembly Location

Inside:

Outside:

Roles and Responsibilities

The Hygiene Team will oversee and maintain overall cleanliness during emergencies. Specific duties may include:

- Monitor and resupply handwashing stations
- Emptying and cleaning bucket toilets
- Disinfecting equipment

3.13 Transportation Support Position

The Transportation Support position works under the Logistics Section Lead and is responsible for coordinating bus transportation needs from the school if an off-site relocation or other transportation is necessary. Region Operations may also assist with this task. The position needs to also coordinate with the receiving site.

Assignments

Transportation Support Staff Member: YOO, HYON DOUK
Backup Transportation Support Staff Member: HONG, ELIZABETH

Assembly Location: Command Post

Roles and Responsibilities

The Transportation Support position is responsible for coordinating transportation assets and planning for an off-site relocation from the school. Specific duties may include:

- Periodically communicating with the Logistics Section Lead to provide updates as needed.
- Communicating to the Transportation Division the total number of students and staff to transport, number of people needing wheelchair tie-downs, lifts, or other specialized

support, if space is needed to transport necessary supplies and the exact pick-up and drop-off locations.
- Working with the receiving site and providing details about the number of people relocating and any assistance needed with supplies and services that the evacuating school cannot provide.
- Acquiring from the receiving site the specific location on campus where the evacuated school will be housed, where buses should drop off, and what gate will be used for reunification.
- Ensuring that a plan is in place and carried out to transport the School Emergency Response Box containing emergency cards and other essential records, first aid kits, food from the cafeteria, and other necessary items.
- Assist with the plan for systematic loading and unloading of students and supplies.
- Assist with clearing the campus as needed.
- Maintaining documents related to off-site evacuation.

Supplies and Equipment for the Transportation Support position

- Landline and/or cell phone
- Handheld two-way radio
- Map of area showing school and off-site relocation site(s)
- Student rosters showing attendance, classes and emergency information assigned to a bus number

3.14 Documentation/Communications Position

The Documentation/ Communications Position works under the Planning and Intelligence Section Lead and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what actions were taken by the school in response to the emergency.

Assignments

Documentation Staff Member: YOO, HYON DOUK
Backup Documentation Staff Member: HONG, ELIZABETH

Assembly Location: Command Post

Roles and Responsibilities

The Documentation/Communication position will maintain a log of the incident, noting all actions and reports, and filing them for reference. This position will also collect, organize, and analyze situation information and provide periodic updates. Specific duties may include:

- Periodically communicating with the Planning and Intelligence Section Lead for updates.
- Documenting all communications with the Region Operations Center (ROC) and outside agencies.

- Recording the number of students, staff, and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage, injuries, and medical needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining, and securing all emergency documentation.
- Monitoring email, internet, radio, and television news (as available) for general information about the emergency.
- Monitoring social media for information, including rumor control and misinformation.
- Sending Connect messages to parents and staff.
- Sending updates on social media accounts maintained by the school.
- Updating site maps as reports and other information are received.
- Preserving maps as legal documents.
- Using area map to record information on major incidents such as road closures, utility outages, etc. that may impact the campus.
- Developing situation reports for the Incident Command Team.

Supplies and Equipment for the Documentation/Communications Position

- Hand-held two-way radios
- File boxes
- Paper, pens, markers
- Chart paper and/or mobile white board
- AM-FM battery/solar radios
- School/Site Preliminary Damage Report
- Maps of event by the hour
- Access to Connect, internet, cell phones, etc.
- Laptop. Tablet, and/or cell phone with internet access
- Large site map of campus, laminated or covered with plastic
- Map of county or local area

3.15 Staff Accounting Position

The Staff Accounting position works under the Finance & Administration Section Lead and is responsible for maintaining accurate emergency time records for all site-based and itinerant employees. These records are extremely important to accurately portray costs of the disaster and for potential financial recovery documentation.

Assignments

Staff Accounting Staff Member: YOO, HYON DOUK
Backup Staff Accounting Staff Member: HONG, ELIZABETH

Assembly Location: Command Post

Roles and Responsibilities

The Staff Accounting position will maintain time records for site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Keeping accurate time records of all staff members, indicating employee name, employee number, and hours/times worked specifically to address the disaster.
- Ensuring that District employees who are on site but do not usually time report to the school are accurately accounted for.
- Periodically communicating with Reunion Gate staff for records of all staff leaving or returning to campus.
- Filing, maintaining, and securing staff accounting documentation.

Supplies and Equipment for the Staff Accounting position

- File boxes
- Paper, pens, clipboards
- Employee timecards
- Blank timecards for certificated and classified staff
- Staff off-campus sign-in/out log
- Supplemental Attendance Report forms
- Time Reporting Instructions for Emergency Work
- List of Disaster Overtime Program Codes

3.16 Cost Accounting Position

The Cost Accounting position works under the Finance & Administration Section Lead and is responsible for maintaining a fiscal record of all school expenditures related to the disaster. Records include any supplies and equipment used, purchased, or rented by the school during the disaster as well as donations to the school during the disaster.

Assignments

Cost Accounting Staff Member: YOO, HYON DOUK
Backup Cost Accounting Staff Member: HONG, ELIZABETH

Assembly Location: Command Post

Roles and Responsibilities

The Cost Accounting position will maintain records for supplies and equipment site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Maintaining cumulative site disaster cost records.
- Collecting and recording all cost data.
- Ensuring that inventory of expended emergency supplies is maintained.

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- Periodically communicating with the Supply/Equipment Team and Cafeteria Manager for updated inventory.
- Maintaining inventory and receipts of all items donated to the school during the disaster.
- Filing, maintaining, and securing cost accounting documentation.

Supplies and Equipment for the Cost Accounting position

- File boxes
- Paper, pens, clipboards, calculators
- Access to spreadsheet software and laptop
- Emergency supplies inventories

3.17 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide at school a minimum of a 72-hour supply of emergency water, food, first aid, search and rescue, sanitation, and other emergency supplies and equipment, as listed under each emergency team. Emergency supplies will be maintained in each classroom and in a centralized emergency container outdoors location: Near Wilton Early Education Center

Emergency supply checklists are found in the ISSP appendices and the REF-5451 School Site Emergency/Disaster Supplies, which also includes guidance on procurement of emergency food supplies. Some recommendations regarding emergency food are available in the Food for School Disasters document. School administrators are responsible for ensuring emergency food is stocked at school sites; this function is separate from Food Services and the school cafeteria kitchen.

During an emergency, schools may not have access to electronic data and must instead refer to printed records. Schools should be prepared with critical printed materials; these are stored in the School Emergency Response Box (SERB) which is a central location for storing essential student records and other information needed to effectively manage a critical incident. It serves as a central portable emergency repository for critical information that can be easily accessed and used during an emergency or shared with first responders. (Note: The District shares the school's ISSP with local law enforcement agencies as per CA E.C. § 32281). Please access REF-5450 School Emergency Response Boxes for more details.

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3.18 School ICS Incident Command Team Chart

WILTON PLACE ELEMENTARY ICS INCIDENT COMMAND TEAM CHART

This chart can be expanded or abridged to meet the scope of the incident that is being managed

Incident Commander
1. RALLION, MARIE FRANCE
2. LANGLEY, SHARON

Safety Coordinator
1.LEMUS-RODRIGUEZ, JASMINE
2.ARGUETA, HENRY

Public Information Officer
1.YOO, HYON DOUK
2.HONG, ELIZABETH

This chart shows only the management organization for the school's response to an emergency.
Name #1 is the lead person responsible for each role
Name #2 is the alternate
The other staff members assigned to the emergency teams will report to the people listed on the chart.

Planning/Intelligence
1.GONZALEZ DE TORRES, BERNICE
2.HORTON-HODGE, LISA

Operations
1.RALLION, MARIE FRANCE
2.LIM, RICKY

Logistics
1.ALVARADO, JANET
2.CHOI, SUNG

Finance/Administration
1.RALLION, MARIE FRANCE
2.LANGLEY, SHARON

Documentation/Communication (Optional)
1.YOO, HYON DOUK
2.HONG, ELIZABETH

Triage
1. KIM, AMAZINGGRACE
2. CARDENAS, MARTHA

Search and Rescue
1. CHOI, SUNG
2. LEMUS-RODRIGUEZ, JASMINE

Supply/Equipment
1. MENZIES, SCOTT
2. CHARLIE, CHRISTINE

Staff Accounting (optional)

Security/Utilities
1. AYALA, ERICK
2. ARGUETA, HENRY

Assembly Area
1. RALLION, MARIE FRANCE
2. LANGLEY, SHARON

Transportation Support (optional)
1. LANGLEY, SHARON
2.

Cost Accounting (optional)

Access and Functional Needs
1. ALVARADO, JANET
2.YUN, MI YOUNG

Fire Suppression/HazMat
1.PEREZ, JOSE
2.ARMAS CARCAMO, BESSIE

School Site Crisis
1. CHOI, SUNG
2. LEMUS-RODRIGUEZ, JASMINE

Hygiene
1. PEREZ, JOSE
2.ARMAS CARCAMO, BESSIE

Request Gate
1. YOO, HYON DOUK
2. HONG, ELIZABETH

Reunion Gate
1.CHOI, CHUNG
2.GRANADOS, FLOR

If no one is assigned to a position, the person who manages that position will also fulfill the duties of the unfilled position.
This chart is adapted for LAUSD, based on Incident Command System (ICS). Rev. 6/21/2023.

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3.19 School Site Crisis Team Chart

This chart shows the School Site Crisis Team organization, with positions, roles and responsibilities. Backup staff are to be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	BACKUP
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts Region, and coordinates all crisis response & intervention services.	RALLION, MARIE FRANCE	LANGLEY, SHARON
Crisis Team Lead	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	CHOI, SUNG	LEMUS-RODRIGUEZ, JASMINE
Public Information Officer (PIO)	School spokesperson for an incident. Includes preparing Connect and other communications for staff and parents, identification of media locations and updates.	YOO, HYON DOUK	HONG, ELIZABETH
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	PETERS, MADELINE	RALLION, MARIE FRANCE
Triage	Ensures supplies are accessible, evacuates and stages supplies, performs triage and provides medical assistance.	KIM, AMAZINGGRACE	CARDENAS, MARTHA
Security/Utilities	Ensures school site security, secures gates, and performs short-term repairs and shutoff of utilities, as necessary.	AYALA, ERICK	ARGUETA, HENRY
Request Gate	Processes requests for student pick-up.	YOO, HYON DOUK	HONG, ELIZABETH
Reunion Gate	Reunites students and parents at Reunion Gate.	CHOI, CHUNG	GRANADOS, FLOR
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment, and food services; includes adjusting schedules and menus, as needed.	ALVARADO, JANET	CHOI, SUNG
Documentation/Communications	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio, and social media for information.	YOO, HYON DOUK	HONG, ELIZABETH

***The designated Crisis Team Lead and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.**

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3.20 School Site Suicide/Threat Assessment Team Chart

This chart identifies the members of the suicide/threat assessment team and their responsibilities at the school site. Backup staff are to be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	BACKUP
Administrator	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc.). Coordinates all information, referrals, safety planning, and monitoring. The Administrator may include the Principal, Assistant Principal, or Administrative Designee.	RALLION, MARIE FRANCE	LANGLEY, SHARON
Suicide/Threat Prevention Liaison (STPL)	This behavioral health professional for student risk assessments supports gathering background information, including interviews and statements with the person(s) of concern, intended target(s), and witnesses. They provide mental health and trauma expertise in working with students and families. The Suicide/Threat Prevention Liaison may include Mental Health Consultant, Psychiatric Social Worker, Pupil Services and Attendance Counselor, Student Support Services Counselor, Psychologist, School Counselor, System of Supports Advisor, Nurse, or other appropriately credentialed behavioral health staff.	PETERS, MADELINE	LANGLEY, SHARON
Behavioral Health Professional for Adults	This behavioral health professional for employee risk assessments supports gathering background information, including interviews and statements with the person(s) of concern, intended target(s), and witnesses. If the person of concern is a certificated employee, the behavioral health professional should be a LAUSD SHHS, Counseling,	PETERS, MADELINE	LANGLEY, SHARON

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	Nursing, or Psychologist Administrator. If the person of concern is a classified employee, associated adult, parent/caregiver, or community member the behavioral health professional may be a Mental Health Consultant, Psychiatric Social Worker, Pupil Services and Attendance Counselor, Student Support Services Counselor, Psychologist, School Counselor, System of Supports Advisor, Nurse, or other appropriately credentialed behavioral health staff.		
LASPD Officer/Law Enforcement	Responds to situations of risk of violence to self or others. Provides technical support and consultation for assessments prior to and during the Multidisciplinary Threat Assessment Team meeting.	Jay Aguallo	Officer Herrera

3. Incident Command System

3.21 School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

TITLE	NAME	WORK NUMBER
Principal	RALLION, MARIE FRANCE	(213) 389-1181
Assistant Principal 1	LANGLEY, SHARON	(323) 851-0020
Assistant Principal 2		
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	YOO, HYON DOUK	(213) 389-1181
Cafeteria Manager	GHAZOUANI, NAJET	(323) 654-1966
Financial Manager	RALLION, MARIE FRANCE	(213) 389-1181
Plant Manager	PEREZ, JOSE	(818) 340-6677
Custodian	PEREZ, JOSE	(818) 340-6677
Custodian Closest to Site	PEREZ, JOSE	(818) 340-6677
First Person on Campus in AM	PEREZ, JOSE	(818) 340-6677
Last Person on Campus in PM	PEREZ, JOSE	(818) 340-6677

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3.22 School ICS and Emergency Teams

Details of team roles and responsibilities are located in the Emergency Teams section of the Online Integrated Safe School Plan.

POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	BACKUP
Incident Commander	Directs all emergency operations, verifies facts, contacts Region, and coordinates all response actions.	RALLION, MARIE FRANCE	LANGLEY, SHARON
Safety Coordinator	Ensures that all emergency operations are conducted safely.	LEMUS-RODRIGUEZ, JASMINE	ARGUETA, HENRY
Public Information Officer (PIO)	Official spokesperson for an incident. Prepares Connect and other communications for staff and parents, identifies media locations and updates.	YOO, HYON DOUK	HONG, ELIZABETH
Operations Section Lead	Manages all tactical operations at an incident.	RALLION, MARIE FRANCE	LIM, RICKY
Planning Section Lead	Collects and evaluates information, analyzing for impact to school.	GONZALEZ DE TORRES, BERNICE	HORTON-HODGE, LISA
Logistics Section Lead	Provides all incident support needs such as transportation, communications, supplies/equipment, and food services.	ALVARADO, JANET	CHOI, SUNG
Finance/Administration Section Lead	Manages all financial aspects and documentation of an incident.	RALLION, MARIE FRANCE	LANGLEY, SHARON

Title/Role	Name
Triage Team	**Reports to Operations Section Lead**
Team Lead	KIM, AMAZINGGRACE
Member 2/Backup Lead	CARDENAS, MARTHA
Member 3	
Member 4	
School Site Crisis Team	**Reports to Operations Section Lead**
Team Lead	CHOI, SUNG
Member 2/Backup Lead	LEMUS-RODRIGUEZ, JASMINE
Member 3	PETERS, MADELINE
Member 4	RALLION, MARIE FRANCE
Search and Rescue (SAR) Coordinator	**Reports to Operations Section Lead**
SAR Coordinator	HORTON-HODGE, LISA

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SAR Backup Coordinator	LEMUS-RODRIGUEZ, JASMINE
Search and Rescue Team 1	**Reports to SAR Coordinator**
Team Lead	CHOI, SUNG
Member 2/Backup Lead	LEMUS-RODRIGUEZ, JASMINE
Member 3	RECINOS, JENNIFER
Member 4	CARRILLO, SONYA
Search and Rescue Team 2	**Reports to SAR Coordinator**
Team Lead	KIM, JOANA
Member 2/Backup Lead	KIM, HYOSUN
Member 3	KIM, EDWARD
Member 4	RENDEROS, MILI
Search and Rescue Team 3	**Reports to SAR Coordinator**
Team Lead	LUIZAGA, HAROLD
Member 2/Backup Lead	MOTA, LUISA
Member 3	CORTEZ SAMAYOA, JUAN
Member 4	PACAS, JONATHAN
Search and Rescue Team 4	**Reports to SAR Coordinator**
Team Lead	CHO, HYUN JIN
Member 2/Backup Lead	MENDOZA-VELAZQUEZ, MARY
Member 3	RUIZ, LETICIA
Member 4	REGNIER, LUZ
Access and Functional Needs Position	**Reports to Operations Section Lead**
Primary	ALVARADO, JANET
Secondary	YUN, MI YOUNG
Security / Utilities Team	**Reports to Operations Section Lead**
Team Lead	AYALA, ERICK
Member 2/Backup Lead	ARGUETA, HENRY
Member 3	
Member 4	
Fire Suppression / HazMat Team	**Reports to Operations Section Lead**
Team Lead	PEREZ, JOSE
Member 2/Backup Lead	ARMAS CARCAMO, BESSIE
Member 3	
Member 4	
Assembly Area Team	**Reports to Operations Section Lead**
Team Lead	RALLION, MARIE FRANCE
Member 2/Backup Lead	LANGLEY, SHARON

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Member 3	
Member 4	
Request Gate Team	**Reports to Operations Section Lead**
Team Lead	YOO, HYON DOUK
Member 2/Backup Lead	HONG, ELIZABETH
Member 3	
Member 4	
Reunion Gate Team	**Reports to Operations Section Lead**
Team Lead	CHOI, CHUNG
Member 2/Backup Lead	GRANADOS, FLOR
Member 3	
Member 4	
Supply / Equipment Team	**Reports to Logistics Section Lead**
Team Lead	MENZIES, SCOTT
Member 2/Backup Lead	CHARLIE, CHRISTINE
Member 3	
Member 4	
Hygiene Team	**Reports to Logistics Section Lead**
Team Lead	PEREZ, JOSE
Member 2/Backup Lead	ARMAS CARCAMO, BESSIE
Member 3	
Member 4	
Transportation Position	**Reports to Logistics Section Lead**
Primary	LANGLEY, SHARON
Secondary	
Documentation / Communication Position	**Reports to Planning Section Lead**
Primary	YOO, HYON DOUK
Secondary	HONG, ELIZABETH
Staff Accounting Position	**Reports to Finance/Admin Section Lead**
Primary	
Secondary	
Cost Accounting Position	**Reports to Finance/Admin Section Lead**
Primary	
Secondary	
Manager of School Emergency Response Box	**Delivers Box Contents to Command Post As Needed**
Primary	MENZIES, SCOTT

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Secondary	CHARLIE, CHRISTINE

4. Training and Exercises

4.1 Training and Exercise Expectations

All school staff shall be trained on the plan (CA E.C. § 32280). Everyone involved in the plan needs to know their roles and responsibilities before, during, and after an emergency. The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that all staff members, as well as students, parents, and community representatives understand emergency roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the District and/or local jurisdiction level. Exercises may range from basic fire and shelter in place drills to full-scale community-wide drills that realistically portray an emergency event and show the role the school plays in school District and municipal planning.

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4. Training and Exercises

4.1.2 *Every School Safe*: Training Certification Table

This school year, our school has conducted the following mandated safety training modules:

Training Module Topic	Audience	Enter Training Date	Resources	Contact
Creating Welcoming Environments **Due 9/25/25**	All school employees	8/8/2025	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	8/21/2025		
	Students	8/14/2025		
Suicide Awareness and Prevention **Due 10/24/25**	All school employees	8/13/2025	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	9/4/2025		
	Students	9/4/2025		
Integrated Safe School Plan **10/3/25**	All School Employees	9/26/2025	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Emergency Readiness (ISSP Public Meeting and School Emergency Team Assignments and Duties Training) **Due 10/31/25**	All school employees (School Emergency Team Assignments and Duties Training)	10/3/2025	Principal's Portal	Office of Emergency Management 213-241-3889 oem@lausd.net
	Parents/community (ISSP Public Meeting)- presented in partnership with the SSC or School Safety Planning Committee	9/25/2025		
Substance Use Awareness/Fentanyl **Due 11/21/25**	All School Employees	10/14/2025	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.
	Parents	10/16/2025		

4. Training and Exercises

	Students	10/20/2025		net
De-escalation and Restorative Practices **Due 1/16/26**	Staff	12/2/2025	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	12/11/2025		
	Students	12/15/2025		
Administrative Investigations **Due 2/27/26**	School Administrators		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Breaking the Silence Child Abuse Awareness **Due 4/30/26**	All School Employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Grooming and Online Grooming Awareness **Due 4/30/26**	Parents		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Students			
Cybersecurity **Due 5/29/26**	All school employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents			
	Students			

4.2 District Documents Concerning Emergencies

For additional context for school site trainings, access LAUSD documents relevant to school emergencies on the LAUSD Emergency Documents page of the Office of Emergency Management (OEM) website.

4.3 Emergency Drills

To be adequately prepared, emergency drills should be executed and then documented at https://www.lausd.org/edrilleval. Training for all emergency procedures can be found through the STEPS program on MyPLN. The REF-5803 Emergency Procedures, Drills and Districtwide Exercises has more information on emergency response actions and required emergency drills. Emergency procedures are also in the Emergency Classroom Quick Guide. The principal should ensure these are reviewed and posted in all classrooms, offices, and common areas.

Four types of emergency drills are required as indicated in the table below, along with the required frequencies by school level. Schools are encouraged to foster relationships with and invite first responders to participate in drills. Schools must also participate in the radio test described in 4.3.5 below.

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4. Training and Exercises

Drill Frequency Table:

Type	Elementary	Middle	Sr. High and Adult
Fire	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per semester at minimum, including summer school.
Lockdown	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.
Earthquake (Drop, Cover, Hold On)	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.
Shelter in Place	Oral review or drill once per semester at minimum, including summer school.	Oral review or drill once per semester at minimum, including summer school.	Oral review or drill once per semester at minimum, including summer school.

Note:
Schools in the Tsunami Inundation Zone should also orally review tsunami protocols.
Review with only staff once per semester, the Rapid Relocation procedures for active shooter incidents meeting the specific criteria in BUL-5469 Lockdown and Rapid Relocation Procedures For All Schools.

4.3.1 Fire Drill

Signal:

(Most sites) Series of three and one half second pulses of electronic emergency horns, followed by a short pause; sequence repeats for at least three minutes.

For most fires, there is no Public Address (PA) system announcement, but the following drill announcement may be used preceding the fire alarm:

"Your attention, please. This is a fire drill. We need to evacuate all buildings when you hear the alarm. Teachers are to take their students and rosters to the Assembly Area and report to their designated section. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have exited."

Fire Drill Procedures

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Evacuate Building, Notifications and Student Reunification.)

4. Training and Exercises

Classroom Actions:

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the principal.
2. Familiarize yourself with the route your class will take before the drill begins.
3. When the signal is given, have students form a single line outside the classroom (form a double line for large classes).
4. Check to see that all students are out of the classroom. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Take student roster and close all doors to prevent the spread of smoke or fire.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single or double line in the designated Assembly Area.
7. Take and report attendance.
8. Wait for the “all clear” announcement or other signal and then return quietly to your classroom in single file.

All other personnel (not assigned to any emergency team): Report to Assembly Area for further instructions.

4.3.2 Earthquake Drill

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. There is typically no advance warning or signal given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal:

The signal for the drill is the following PA announcement.

“Your attention, please. This is a drill. As you are aware, we are experiencing some seismic activity. For everyone’s protection, all students should immediately follow drop, cover, and hold on procedures, which means you should be in a protected position under a table or desk. Hold this position until the shaking stops or you are given further instructions. This is a drill.”

Indoor Earthquake Drill Procedures

Classroom Actions:

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Drop, Cover and Hold on, Evacuate Building, Notifications and Student Reunification.)

1. Initiate the DROP, COVER and HOLD ON action as described in Section 6.4.
2. Drop to knees facing away from any windows.
3. Get under desks or tables and hold on to the furniture where possible.
4. Fold body onto floor with arms close to knees.

4. Training and Exercises

5. Place head as far as is possible between knees and grasp furniture leg; cover the crown of the head with the other hand.
6. Stay in this position until shaking stops.
7. Students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

Outdoor Earthquake Drill Procedures

1. Stay clear of buildings, power lines, light poles, etc.
2. Drop to the ground, cover head if possible and hold onto a stable object if available. If stable object is unavailable, place head as far as is possible between knees and cover crown of the head with hands.
3. Remain clear of obstacles and wait until the situation stabilizes and designated staff member gives all clear. Move to the Assembly Area. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

If an earthquake occurs during non-classroom hours i.e., passing periods, recess, or lunch, all persons will proceed to the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.3 Lockdown Drill

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement, and it is necessary to prevent the perpetrator from entering any occupied campus areas. This action is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school.

During a lockdown, students are to always remain in the locked classrooms or designated safe locations.

Signal:

The signal for the drill is the following PA announcement.

“Your attention please. This is a drill. There is a threat to your safety near the school and we are implementing a lockdown. For everyone’s protection, all students should go into the nearest classroom and lock the door. You should be in a protected position, away from doors and windows and anything that can hurt you. Hold this position until you are given further instructions. This is a drill.”

Lockdown Drill Procedures

Classroom Actions:

4. Training and Exercises

1. (Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Lockdown and Notifications.)When the announcement has been given, all classes will remain in their rooms. Ensure that classroom doors are locked.
2. Redirect any students in hallways or outdoors into the nearest classroom.
3. Physical education classes will proceed into the gym, auditorium, or multi-purpose room and follow the lockdown actions described below.
4. Move students to the most protected areas in the room and lock the door.
5. Have students stay away from doors and windows and sit on the floor (in some instances).
6. Close and lock all doors and windows. If safe to do so, cover all windows, including those in the door or adjacent sidelights by lowering blinds, closing slots, drawing curtains, or covering with paper.
7. If safe to do so, turn off lights, power equipment, appliances, and silence cell phones. All personnel must remain in the classroom until further instructions are received from official sources.
8. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
9. Remain in the secured room with all doors and windows locked, window blinds drawn, and lights off until further instructions are received from official sources.

4.3.4 Shelter In Place Drill

A Shelter in Place indicates an emergency that requires students and staff to remain inside and the ventilation needs to be turned off.

Signal:

The signal for the “Shelter in Place” drill is the following PA announcement.

“Your attention, please. This is a drill. Because we have received information regarding a hazard in the community, we are instituting shelter in place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you. This is a drill.”

Shelter in Place Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Direct any students in hallways into the nearest classroom.
3. Physical education classes or other classes meeting outdoors will proceed into the gym, auditorium, or multi-purpose room.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.

6. Close all doors and windows and move students away from any sources of outside air. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off Heating Ventilation and Air Conditioning units/systems if advised.
8. Cover any vents or holes with posters, paper, or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside by putting laminated posters over vents.
9. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.
10. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.5 Radio Communications Test

Please see updates for the Districtwide Communications Test guidance on the Office of Emergency Management (https://www.lausd.org/drills) and the ITS-Radio Unit webpages. All District schools will have new handheld Emergency Radios in the 2025-2026 school year. All schools will have direct emergency radio contact with LA School Police Dispatch in emergencies when all other forms of electronic communications aren't available.

Please see updates on http://www.lausd.org/drills.

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5. Authorities and References

This section contains a list of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies. It provides for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

5.1 Legal Requirements

CA E. C. § 32280-32288. Requires a comprehensive school safety plan developed with first responder input, identifying appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, an update of the plan annually, and the adoption of emergency procedures and policies. Requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed “drop” procedures. Also requires training of school staff on the plan. Recent changes also require a review process to ensure adaptations (accommodations) for disaster procedures are in place for pupils with disabilities; establishing a procedure to identify appropriate refuge shelter in the event of an evacuation order and a communication and evacuation plan in the event of an early notice evacuation warning.

CA E. C. § 35295-35297. Specifies the components of the earthquake emergency procedure system for schools of more than 50 students, public and private: a school building disaster plan; a drop, cover, and hold on procedure; protective measures to be taken before, during, and after an earthquake; and a program for training students and staff in the adopted earthquake system.

CA E. C. § 32288. School safety plans may include an action plan with input from law enforcement and may determine the fiscal impact of implementing the plan. School safety plans are to be created using existing resources and are not to be developed with private consultants.

CA Code of Regulations § 560. School principals are to formulate the disaster preparedness plan and submit it annually to the Superintendent for approval. Schools are required to test the plan twice a year, not including fire drills.

5.2 Other Related Laws

CA Government Code § 3100 (Disaster Service Workers’ Act). All public personnel, including school District employees and charter school employees, can be declared Disaster Service Workers. As Disaster Service Workers, employees can be held at the work site and assigned disaster relief activities to perform until released during a disaster declared by the President or the Governor or proclaimed by the Mayor.

CA E. C. § 17280, CA E. C. § 81130. Specifies stricter building codes for and more frequent inspections of public-school buildings. It applies to new construction of school buildings and later was amended to include mandatory retrofitting of older, existing school buildings.

5. Authorities and References

CA E.C. § 32040. Requires each school to have a first aid kit.

CA E. C.§ 32001. Schools must have a fire alarm system and sound the alarm and conduct a fire drill at least once every calendar month at elementary schools, at least four times a year intermediate, and not less than twice a year at secondary schools.

CA E. C. § 215. Requires school districts to implement a pupil suicide prevention policy and develop a training for all District employees to increase awareness about suicide. The policy must address high-risk (vulnerable) students, including youth bereaved by suicide, youth with disabilities, youth with mental illness or substance disorders, youth experiencing homelessness or in out-of-home settings such as foster care, and lesbian, gay, bisexual, transgender, or questioning youth.

19 CCR § 1.02 Establishes minimum standards for the prevention of fire and for the protection of life and property against fire, explosion, and panic.

8 CCR § 3221 Sets forth the procedures for Fire Protection Systems.

24 CCR § 1 Adopts the California Fire Code as part of the Code of Regulations. Also referred to as the California Building Standards Code.

5.3 LAUSD Related Policy

LAUSD policies and guidance documents regarding emergencies can be found on the Office of Emergency Management website: LAUSD Emergency Documents.

6. Functional Annexes

Functional annexes focus on critical operational functions and the courses of action developed to carry them out, independent of the threat or hazard requiring response. While these functions should be described separately, it is important to remember that many functions will occur consecutively and that multiple functions may be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and visitors function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

The REF-5803 Emergency Procedures, Drills and Districtwide Exercises contains detailed information on emergency response actions and required emergency drills.

Emergency procedures are also in the Emergency Classroom Quick Guide. The principal should ensure these are reviewed and posted in all classrooms, offices, and common areas.

Training for all emergency procedures can be found through the STEPS program on MyPLN. The LAUSD Staff/Responder Emergency Plan app is also available and includes 21 categories of emergency response procedures, all taken from the ISSP template.

School Closure: The Board has delegated the Superintendent of the Schools with the authority to close any LAUSD school due to concerns for the health and safety of students (Board Rule 1103).

To assist in planning for a school closure, schools can use the Essential Functions for Continuity of Service Form. Once the template has been filled out for all critical employees and functions, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of Service. The District is responsible for maintaining continuity of school functions during a prolonged school closure or during periods of increased absence of administrative staff and teachers. It must develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms). Each school, and all District offices, should have a Continuity of Service Plan in place and begin any necessary cross-training or information exchange in preparation for any possible emergency disrupting in-person instruction pursuant to CA E. C. § 41422 or CA E. C. § 46392. The District Continuity of Service Plan template for schools can be accessed here: Essential Functions for Continuity of Service at School.

Activate the school's Continuity of Service Plan in the event of an emergency disrupting in-person instruction Site administrators must consider how to carry on school operations without staff, for example, Payroll Clerk, Plant Manager, Cafeteria Manager, Coordinator, or Assistant Principal, as well as how school operations will change if students and staff are learning and working remotely. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be completed when those employees are absent. School sites should have at least two people to fill in for missing critical coworkers.

6. Functional Annexes

Once the school's Continuity of Service Plan has been completed/updated for all critical employees and functions, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of instruction. When emergencies disrupt in-person instruction pursuant to CA E. C. § 41422 or CA E. C. § 46392, it is the District's responsibility to ensure continuity of instruction. During large-scale learning disruption, students may be absent for extended periods, sometimes weeks or longer. As a mitigation strategy, school dismissals, closures, or capacity limitations may be implemented.

The Division of Instruction (DOI) has established alternate modes of learning in the event of a large-scale learning disruption to the District's instructional services. The Division of Instruction will provide guidance to administrators and support the implementation of alternative learning processes.

Instruction may need to be delivered remotely or online. Schools and teachers should have lesson plans and assignments available on Schoology for students who are home for extended periods of time. Multiple methods of communicating lesson content to students and parents should be in place. Schools should ensure that students can:

- log on to Schoology and access class course(s) and assignments
- have necessary instructional materials
- access digital materials using Schoology, and
- use any other necessary technology.

Instructional delivery methods may include:

- using online learning tools, and District-purchased Digital applications
- allowing students to take home schoolbooks and class materials
- posting lessons with materials on school websites
- using Connect telephone messages
- broadcasting lessons via KLCS Channel 58
- utilizing approved education websites
- mailing printed materials to homes, as needed, and
- making printed materials available for families to pick up at school, if safe to do so

The Division of Instruction will provide updates and guidance to administrators. During emergencies, schools and families can visit https://www.lausd.org/learningcontinues for additional information. The Division of Instruction will also communicate with families through Connect, Schoology, and social media.

Attendance and Engagement: Refer to Attachment K, Pupil Services and Attendance: Tiered Attendance Intervention Strategies for Continuity of Services. These strategies include, but are not limited to, the following:

- Verify current contact information of the pupil.
- A plan for outreach from the school to determine the pupil's needs including connection

with health and social services

- Notify the Parent of lack of participation within one school day of the absence (non-attendance day) or lack of participation.
- Tiered reengagement strategies shall be documented in MiSiS.
    - For more information about tiered reengagement strategies, see Attachment K – Pupil Services and Attendance Tiered Attendance Intervention Strategies and or visit the Pupil Services website at https://www.lausd.org/pupilservices.

6.1 Accounting for all Persons

This action is taken to account for the whereabouts and well-being of all students, staff members, and visitors and is one of the first tasks that must be accomplished in any emergency.

Note: The below procedures are used to account for everyone after evacuating from school buildings. Schools should plan how to acquire this information, including accounting for visitors during a lockdown, shelter in place, or another emergency where everyone is inside. Methods may include MiSiS (for student attendance), email, calling the office via classroom phone, or hand-collected rosters/reports. Multiple methods should be planned for due to varied technology and safety factors in an emergency.

Accounting for all Persons Procedures

1. Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to list students/others as appropriate on attendance rosters and on the Missing Persons Report, Injury Report, and/or Supplemental Attendance Report.
2. Personnel working visitor check-in will take the visitor sign-in sheets and visitor stickers to the Assembly Area.
3. Assembly Area Team members will collect student rosters, Missing Persons Report, Injury Report, and Supplemental Attendance Report from teachers and submit them to the Assembly Area Team Lead.
4. The Assembly Area Team Lead will ensure that all visitors are accounted for, have a designated section of the Assembly Area away from students, and sign out when leaving campus.
5. The Assembly Area Team Lead will compile a master accounting of all persons on campus and make reports available to the Operations Section Lead and Incident Commander.

6.2 All Clear

This action is taken to notify staff and students that normal school operations can resume.

All Clear Procedures

1. The Incident Commander (principal or designee) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not

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available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. “Your attention, please. You may now return to your classroom and resume usual activities. Thank you all for your cooperation.”

2. The Incident Commander will convene the School Site Crisis Team if the incident was traumatic to the school community.
3. The Incident Commander will make a final notification update to District offices and parents.
4. The Incident Commander will complete an iSTAR to document the incident, including follow-up actions.
5. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

6.3 Crisis Response

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance, and behavior. Common reactions to a school crisis may include shock, confusion, and fear. Although individual students, staff, families, or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or trauma
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

Because of such critical incidents and emergencies, students and staff may exhibit a variety of emotional reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff. Online training about crisis events is available on MyPLN in STEPS courses 207 and 409.

OTHER IMPORTANT DEFINITIONS

Trauma

Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

Psychological First Aid (PFA)

PFA an evidence-informed supportive strategy to help children, adolescents, adults, and families in the immediate aftermath of traumatic events, disasters, and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff, and parents/guardians.

6. Functional Annexes

MULTI-TIERED CRISIS RESPONSE TEAM MODEL

There are three tiers of crisis response: school site, Region, and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the Region, District office, or a combination thereof.

Tier I: School Site Crisis Response

School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The School Site Crisis Team determines if there is a need for additional assistance from the Region crisis team. The School Site Crisis Team may be activated as part of the Incident Command System (ICS) Team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

Tier II: Region Crisis Response

The school site administrator/designee contacts the Region Operations Administrator(s) for support and assistance if the crisis response required is beyond the scope of what the School Site Crisis Team can provide. Assistance from the Region crisis response team includes consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Tier III: District Office Crisis Response

In collaboration with the Region Operations Administrator(s), the school site administrator/designee determines if there is a need for support from the central crisis response team. Assistance from the District office crisis response team includes consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Crisis Response Procedures

1. As the Incident Commander, the principal or designee or designee activates the school ICS Team, including the School Site Crisis Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Crisis Team will provide direct crisis intervention services, including the implementation of PFA.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator and request additional resources, as necessary.
5. The Incident Commander will direct the Planning and Intelligence Team Lead or other authorized user to open or update an iSTAR on the incident, documenting the actions of the Crisis Team.
6. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.

6. Functional Annexes

7. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
8. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

School Site Crisis Response

Crises can impact various areas of the District. They can impact a school, multiple schools, offices and Regions, as well as departments within the District (e.g., Beyond the Bell Branch, Transportation Services Division, Food Services Division, Maintenance and Operations). The following are general preparedness, response, and recovery protocols for the administrator/designee to implement during any crisis in a school, District office, department, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness
   1. Establish a Multidisciplinary School Site Crisis Team
   2. Schedule Regular Multidisciplinary Crisis Team Meetings
   3. Provide Opportunities for Training and Professional Development

B.

   The following are general procedures for the administrator/designee to respond to crisis situations.
   1. Ensure Campus/Office Safety
   2. Identify the Family Liaison(s)
   3. Determine the Facts
   4. Activate the Multidisciplinary Crisis Team
   5. Notify
   6. Assess the Crisis Response Need
   7. Develop a Response Plan

Psychological First Aid: Responding to Crisis Incidents

Psychological First Aid (PFA) is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, act of violence, or terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

For PFA handouts in multiple languages, visit School Mental Health.

1. **LISTEN** to what they say and how they act.
   - Address the feeling/behavior as soon as possible.
   - If a student wants to talk, be prepared to listen, and focus on what they say and how you can be of help.
   - Observe nonverbal communication. Remember that student may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
   - Express compassion and calmness in your statements as well as nonverbal behaviors.
2. **PROTECT** by maintaining structure, stability, and consistency.

- Maintain daily routines, activities, and structure with clear expectations and consistent rules.
- Provide supervision and consistency to encourage successful outcomes.
- Give information that is accurate and age appropriate.
- Keep the environment free of anything that could re-traumatize the student.
- Validate the student's life experience.
- Maintain confidentiality as appropriate.

3. **CONNECT** through interaction, activities, and resources.
   - "Check in" with student on a regular basis.
   - Become familiar with learning support staff at your school (e.g., Psychiatric Social Worker, PSA Counselor, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student.
   - Encourage interactions, activities, team projects with friends and teachers.
   - Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).

   Note: If you suspect child abuse and/or neglect, report to the appropriate child protective services agency, according to BUL-1347 Child Abuse and Neglect Reporting Requirements.
4. **MODEL** calm and optimistic behavior.
   - Model healthy responses by remaining calm, courteous, organized, and helpful.
   - Pay attention to your thoughts, feelings, and reactions about the event. Amid a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
   - Take constructive actions to assure safety.
   - Monitor conversations that students may engage in or hear.
   - Acknowledge the difficulty of the situation but demonstrate how people can come together to cope after such an event.
   - Practice self-care.
5. **TEACH** about normal changes that can occur when traumatized.
   - Student may have different reactions even to the same event.
   - Encourage students to identify and use positive coping strategies to help them after the event.
   - Help your students to problem solve to get through each day successfully.
   - Help students set small "doable" goals and share in these achievements as "wins." Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

6.4 Drop, Cover, and Hold On

This action is taken to protect students and staff from flying or falling debris and is commonly used during an earthquake or explosion.

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6. Functional Annexes

Drop, Cover, Hold On Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the principal may use other means of communication, such as broadcasting on the two-way radio. Classrooms should immediately implement Drop/Lock, Cover, and Hold On when they feel the shaking of an earthquake, even if there is no announcement or no ShakeAlert alert if your school is equipped with the ShakeAlert system which provides advance notice of an earthquake. The Incident Commander (principal or designee) should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention please. We are having an earthquake. Immediately Drop, Cover, and Hold On in a protected position under a table or desk. Hold this position until the shaking stops or you are given further instructions.”
2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should try to be away from windows, but this should not delay anyone from implementing Drop, Cover, and Hold On.
5. Students with disabilities that do not allow them to get under furniture for protection should immediately Drop/Lock, Cover, and Hold On: lock the wheels on any wheelchairs and protect their head and neck with their hands.
6. The Incident Commander will follow Drop, Cover, and Hold On with evacuation to the assembly area (see section 6.5 Evacuate Building below) and notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402.

6.5 Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following Drop/Lock, Cover, and Hold On), or any emergency where the building and its contents are perceived to be a threat to student safety.

Evacuate Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication such as Connect mass notification. The principal or designee should calmly convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the Assembly Area and report to their designated

area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."

2. The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Designated emergency team members/staff will take medications and related documents, as well as other medical supplies/equipment such as first aid kit, AED, EpiPen and sharps container.
4. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
5. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers must list missing students on the Missing Persons Report and submit to the Assembly Area team.
6. Once assembled, teachers and students will stay in place until further instructions are given.
7. The Incident Commander will make appropriate notifications to the District and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training that includes building evacuation is available on MyPLN in courses STEPS 201 and STEPS 401. Fire alarm system training is available on MyPLN in STEPS course 418.

6.6 Indoor Activities Schedule

At any time, a principal can implement an Indoor Activities Schedule to minimize outdoor student activity, to further protect school community from environmental discomforts, and for any reason, including weather-related, that meets the needs of the school.

Indoor Activity Schedules can be used during inclement weather. They can also be used during wildfires, when extra filtration provided when running the heating, ventilation, and air conditioning (HVAC) units is necessary.

Procedures

1. Close all doors and windows.

2. Run the air conditioner, as HVAC systems can improve air quality, due to better filtration than typical home systems.

The difference between Shelter in Place (see 6.11) and Indoor Activities Schedule is that the HVAC system should be on when implementing the Indoor Activities Schedule.

6.7 Lockdown

At any time, a principal can implement an Indoor Activities Schedule to minimize outdoor student activity, to further protect school community from environmental discomforts, and for any reason, including weather-related, that meets the needs of the school.

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Indoor Activity Schedules can be used during inclement weather. They can also be used during wildfires, when extra filtration provided when running the heating, ventilation, and air conditioning (HVAC) units is necessary.

Lockdown Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication, such as broadcasting on the two-way radio or using runners, if it is safe to do so. The principal or designee should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom.”
2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors and windows, and sit on the floor. Cover all windows, including those in the door or adjacent sidelights, by lowering blinds, closing slots, drawing curtains, or covering with paper.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium) and follow the listed lockdown actions above. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. If safe to do so, turn off lights, power equipment, appliances, and silence cell phones.
5. Teachers and students will remain in the classroom or secured area with all doors and windows locked, window blinds drawn, and lights off until further instructions are given by the principal or designee or law enforcement.
6. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.
7. The Incident Commander will call the Los Angeles School Police Department Watch Commander’s Office at (213) 625-6631. The Watch Commander will provide advice and support for the School Incident Commander by interfacing with municipal police and fire departments and sending an LASPD officer to the school.
8. The Incident Commander will make appropriate notifications to the District and parents.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

During an emergency, when the campus must be protected, parents/legal guardians will not be able to pick up their children until the school campus is declared to be safe by law enforcement. In these circumstances, students are sheltered in a secure location for their safety and will be released only when it is safe.

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6. Functional Annexes

Supplemental online lockdown training courses STEPS 203, 302, and 403 are offered through MyPLN.

Details are available in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools.

6.8 Notifications

Response actions should be accompanied by the following notifications:

- 911
- Los Angeles School Police Watch Commander's Office at (213) 625-6631
- Region Operations
- Connect messages to parents and/or staff
- Incident System Tracking Accountability Report (iSTAR)

6.9 Rapid Relocation (option ONLY for Active Shooter on Campus incidents)

More information is available in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools. Active shooter training for LAUSD schools is available from LASPD; for inquiries and to schedule the training, please send your request to activeshootertraining@laschoolpolice.gov. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

For suggested options for perimeter gate access during a Rapid Relocation, please access Attachment C in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools.

Rapid Relocation Procedures

1. When the decision to perform a Rapid Relocation has been made, the School Incident Commander will:
    - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, only if the route is safe. Teachers/staff are to account for any students with a cognitive disability who may not have understood the directions. Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.
    - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.

- Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
- Refer to steps 6-10 below for additional Incident Commander actions.

2. In response to the school's notification, the LASPD Watch Commander will:
   - Research the nature of the event by contacting the area law enforcement agency, and LAFD . Some events may be easily explained to the School Incident Commander, others may be more complex.
   - Dispatch a field officer to the relocation point to advise and support the School Incident Commander.
   - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
   - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
   - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
   - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:
   - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.
   - Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
   - Maintain a perimeter at the off-site relocation point between the school population and others.
   - Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.
4. The Region Operations Coordinator will:
   Connect with the School Incident Commander in person, by phone or radio and provide resources from the Region that might include the following:
   - Dispatch the Region Crisis Team to the school relocation point.
   - Arrange for transportation assets and a receiving school so the students can be moved to a safe location at another school.
   - Send out a Connect message to parents from the Region office with additional information.
   - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the Region office.
   - Assist with reunification.

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5. The Triage Team will work with first responders and local authorities to ensure wounded students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All-Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

During an emergency, when the campus must be protected, parents/legal guardians will not be able to pick up their children until the school campus is declared to be safe by law enforcement. In these circumstances, students are sheltered in a secure location for their safety and will be released only when it is safe.

6.10 Relocation (Off-Site Evacuation)

This action is taken when authorities have determined that it is unsafe to remain on the campus and evacuation to an off-site relocation site is required. This may apply to situations, such as wildfire or tsunamis. These procedures do not apply during an active shooter incident or large hazardous materials release, all of which require more specialized procedures.

Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.

Relocation Procedures

1. The principal or designee becomes the Incident Commander and activates the school ICS Team. The Incident Commander will collaborate with the Region, LASPD, and local authorities to determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The required primary and back-up off-site relocation sites are indicated on the Vicinity Map in the online Integrated Safe School Plan and in the appendix of this plan. Teachers and students will stay together during the evacuation.
2. The Incident Commander will decide if it is more efficient to have classes systematically report first to a gathering point/staging area on campus, such as the auditorium, and evacuate everyone off the campus from that single location.
3. The Incident Commander will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We need to institute an off-site relocation. Teachers are to take their students, roll book, emergency supplies, and report to their designated off-site relocation point (or to the

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staging area, if evacuation will be by school bus instead of walking). Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited."

4. If the site will be evacuating by school bus, the Incident Commander will activate the Transportation Support position to assist with planning and carrying out the evacuation, including the evacuation of necessary supplies, such as, water, first aid kit, medications and School Emergency Response Box, to support the school at the relocation site.
5. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
6. The Incident Commander will appoint a team of available staff to sweep the campus and check every room/location to ensure that the entire campus is evacuated. Attendance for students and staff must be taken.
7. Once assembled off-site, teachers will take attendance again and students will stay in place with their teacher until further instructions are given.
8. The Incident Commander will make appropriate notifications to the District and parents, including signage on gates indicating the relocation destination.
9. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.
10. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

6.11 Shelter in Place

This action is taken to place and/or keep students indoors to provide a greater level of protection from airborne contaminants in the outside air or other hazards. Shelter in Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building heating/air conditioning systems. During a Shelter in Place, no one should be exposed to the outside air.

The difference between Shelter in Place and Lockdown is that a Shelter in Place involves the shutdown of heating, ventilation, and air conditioning (HVAC) systems and allows for the free movement of students within a building. However, students in bungalows and buildings with exterior passageways will have to remain in the classroom.

The difference between Shelter in Place and Indoor Activities Schedule is that Shelter in Place requires turning off the HVAC system.

An example of when schools may need to implement a Shelter in Place is when a nearby chemical manufacturer or refinery has an upset which releases hazardous contaminants into the air.

Shelter in Place Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is

not available, the Incident Commander (principal or designee) will use other means of communication, i.e., sending messengers to deliver instructions. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We are implementing a Shelter in Place, due to an air quality issue. Students and staff are to remain inside the building away from the outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under exterior doors and around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office of the number of students in the room with them, their names, and the names of any student who are not accounted for.
4. Teachers are responsible for securing individual classrooms and the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil, plastic wrap, or laminated posters, if possible; and turn off any sources of ignition, such as pilot lights.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. The Incident Commander will monitor news media for information about the incident.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action. Online training about shelter in place is available on MyPLN in courses STEPS 204 and 404.

6.12 Student Reunification

Student reunification is implemented to reunite students with their custodial adult after a critical incident or disaster (a significant fire, natural disaster, violence, school bus accident, etc.) that prevents a normal school dismissal.

Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Gate Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.

3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian identification, confirm student identity, and keep accurate records of students leaving the campus.
6. Members of the School Site Crisis Team may be asked to assist the Reunion Gate Team. If a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and be informed of their child's condition away from others. It is suggested that a member of the School Site Crisis Team then stay with the parents and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.
8. Members of other School Emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

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7. Threat and Hazard-Specific Annexes

The threat and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in the functional annex need not be repeated in a threat or hazard-specific annex. These annexes were developed at the District level, based on risk analyses.

Use of Smartphones During Emergencies
During an emergency or perceived threat of danger, students will be able to access their smartphones when staff deem it safe for emergency use.

7.1 Active Shooter/Gunfire

More information is available in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Active shooter training for LAUSD school employees is available from LASPD. To request Active Shooter Training for LAUSD employees, please email activeshootertraining@laschoolpolice.gov. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

7.1.1 Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the Incident Commander.
2. The School Incident Commander (principal/designee) will initiate a lockdown, the recommended appropriate emergency function.
3. The School Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so.
4. The School Incident Commander activates the Incident Command (ICS) Team.

The Planning and Intelligence Team Lead will:

- Notify the Region Administrator of Operations and/or Operations Coordinator and request assistance.
- Prepare a message for parents to be sent on Connect.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Operations Team Lead will:

- Ensure that perimeter gates are secured and that all students, staff, and visitors are safely secured behind locked doors.
- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

7.1.2 Rapid Relocation Procedures

1. The School Incident Commander will:
    - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, if the route is safe. Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.
    - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
    - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
    - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
    - Research the nature of the event by contacting the area law enforcement agency, and LAFD. Some events may be easily explained to the School Incident Commander, others may be more complex.
    - Dispatch an officer to the relocation point to advise and support the School Incident Commander.
    - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
    - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
    - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
    - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:
    - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.

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- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
- Maintain a perimeter at the off-site relocation point between the school population and others.
- Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

4. The Region Operations Coordinator will:
   - Connect with the School Incident Commander in person, by phone or radio and provide resources from the Region that might include the following:
     - Dispatch the Region Crisis Team to the school relocation point.
     - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
     - Send out a Connect message to parents from the Region office with additional information.
     - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the Region office.
     - Assist with reunification.
5. The Triage Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All-Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

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7.2 Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Section 7.4 Biochemical/Hazardous Materials as needed.

Aircraft/Vehicle Crash Procedures

1. The principal or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 7.4 Biochemical/Hazardous Material.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Triage Team will check for injuries and provide appropriate medical assistance.
8. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. A Region representative will call the Region Public Information Officer with information on this situation as appropriate.
9. Any affected areas will not be reopened until the Los Angeles County Health HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen. Notify OEHS at 213-241-3199, if it is a fuel or chemical spill and M&O if building or site damage.
10. The School Site Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an off-site relocation.
12. The Incident Commander will notify and update parents via Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

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7.3 Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

Animal Disturbance Procedures

1. The principal or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, School Police (213) 625-6631, LA City Animal Services (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or Triage Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via Connect if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.4 Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Examples of releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity to the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

- Multiple victims suffering from watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

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7. Threat and Hazard-Specific Annexes

7.4.1 Substance Released Inside a Room or Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. The Incident Commander will notify and update parents via Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. clothing, extra uniforms, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.4.2 Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area

upwind from the release. The Incident Commander will, as necessary, initiate the Shelter in Place or Evacuate Building action.

2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. uniforms, extra clothing, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County Health HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.4.3 Substance Released in Surrounding Community Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if they or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter in Place.
2. Follow all Section 6.11 Shelter in Place procedures.
3. The Incident Commander will call the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the nature of emergency.

4. The Incident Commander will monitor local news for information about the incident and notify the South Coast Air Quality Management District (SCAQMD) at 1-800-CUT-SMOG or 1-800-288-7664.
5. The school will remain in Shelter in Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.5 Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a school bus field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch by radio or 1-800-LABUSES or the nearest school.

7.5.1 Bus Earthquake Procedures

1. The driver will initiate the Drop, Cover, Hold On action for all persons on the bus.
2. The driver will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The driver will check for injuries and provide first aid as appropriate.
4. The driver will contact Bus Operation Dispatch to report the location and condition of students and the bus. Bus Operation Dispatch will contact and update the school principal and bus supervisors.
5. If it is safe, the driver will proceed to the nearest LAUSD school for possible shelter, upon arriving at the school, the driver is to notify the school principal or designee and remain with the children until further instructions are received from the principal or designee.
6. The principal or designee will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
7. The principal or designee will notify and update parents via Connect.
8. If instructed by the Bus Operations Dispatch or designee to continue the route, the driver will:
    - If enroute to school, continue to pick up students.
    - If dropping students off, continue to do so, provided there is a responsible adult at the bus stop to receive students in Pre-K through second grade and a designated adult for students with an IEP.
9. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
10. The driver will account for all students and staff throughout the emergency.

7.5.2 Bus Flood/Flash Flood Procedures

1. The driver will NOT drive through flooded streets and/or roads.

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2. The driver will take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, the driver will stay in place until help arrives.
4. The driver will contact and update Bus Dispatch to report location and condition of students and the bus. Bus Operations will update the school principal or designee and bus supervisor.
5. The principal or designee will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via Connect.
7. In all instances, the driver will not attempt to cross damaged bridges or overpasses.
8. The driver will account for all students and staff throughout the emergency.

7.5.3 Serious Bus Crash or Bus Fire Procedures

1. The driver will park the bus in a safe location as directed by law enforcement or Transportation supervisor.
2. The driver will set the emergency brake and turn off the ignition.
3. The driver will initiate the Evacuation action for all persons on the bus in the event of a fire. Drivers should keep in mind:
   a. Bus fires can be controlled by using fire extinguishers.
   b. Most modern buses have an integrated fire suppression system to put out engine fires and can be activated by push of a button or automatically triggered by a fire.
4. When an accident occurs, the driver will check for injuries and provide appropriate first aid as deemed necessary prior to the arrival of emergency responders.
5. The driver will immediately notify School Bus Operations Dispatch if an accident has occurred. Injuries will be reported at that time as well as the exact location of the bus.
6. Upon notification of an accident with students on board a bus, School Bus Operations Dispatch will notify the California Highway Patrol (CHP) for assistance.
7. The driver will contact Bus Operations Dispatch to report any updates at the location and condition of the students. School Bus Operations Dispatch will then provide the necessary updates to District personnel.
8. The The principal or designee will notify the Region Administrator of Operations and/or the Operations Coordinator of the incident.
9. The principal or designee will notify and update parents via Connect.
10. The driver will stay with the disabled bus until help arrives.
11. The driver will account for all students and staff throughout the emergency.
12. The Bus Supervisor or other authorized user will open an iSTAR on the incident.

7.6 Demonstration/Walkout

A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized and may be unlawful. Students are sometimes encouraged by protesters (in person or via social media) to participate in a demonstration as it passes by a school. Information is available in BUL-6320 Procedures for Handling Disturbances or Demonstrations on or Adjacent to School Sites.

Demonstration/Walkout Procedures: The principal or designee becomes the Incident Commander (IC), activates the school ICS Team, initiates the appropriate emergency function(s), and takes the following actions:

1. In anticipation of, or during a disturbance, disorder, or demonstration, key school personnel must be released and made available to assist the principal in class coverage and to implement the school emergency plans.
2. The principal (or designee) may contact other resources for additional assistance.
3. The principal shall contact the Region Operations Coordinator and determine what additional resources will be necessary to address the situation.
4. The Region Operations Coordinator, in consultation with the Division of District Operations, will contact additional District resources, such as: School Police, Office of Communications, Transportation, and/or Food Services.

The IC shall:

5. Inform students, in the presence of adult witnesses, that they should attend classes.
6. Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or the classroom.
7. If students leave campus, school site administrators do not have a legal obligation to protect the safety and welfare of the students. If the student demonstration or walk-out causes a disruption to the general public, local law enforcement may respond to the situation. Los Angeles Unified has no control over how local law enforcement will handle the situation.
8. As soon as possible, prepare a letter to notify parents of what occurred.

It is the responsibility of the IC to maintain adequate safeguards to ensure the safety and welfare of students, school personnel, and school property. If necessary, the IC must ensure that the school initiates a lockdown and, if a lockdown is initiated, the IC should take the following steps as appropriate:

9. Designate only one entrance and one exit for all persons entering or leaving the school site. The Security/Utilities Team will immediately proceed to this one entrance and one exit to control ingress and egress.
10. Do not allow the public or any unauthorized individuals or groups, including parents, to enter the campus.
11. Require each person entering the campus to sign his/her name and record his/her address, telephone number, and the time entered and departed.
12. Remind teachers to keep classroom doors locked and not release students for any reason.
13. Assign staff members to receive and direct all telephone calls related to the emergency. Provide designated persons with a script containing all information to be released.
14. Communicate and update staff using the school public address system, email, Connect, or other means as appropriate.

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15. Provide written updates or utilize faculty meetings to keep staff informed of developments. Also, identify key faculty members to help keep staff informed.
16. Maintain a “log” to record the date, time, and nature of each incident, names of the persons involved, reliable witnesses to the event, and description of the action taken. The Planning and Intelligence Team's Documentation Unit should keep this log.
17. Make plans for the school schedule and supervision program for the following day.
18. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
19. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.7 Disorderly Conduct

Disorderly conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the individual is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate. Information is available in BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) and BUL-5799 Threat Assessment and Management (Student-to-Student, Student-to-Adult, Student-to-School). Online training about threats is available on MyPLN in courses STEPS 208 and 408.

Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by the school administrator and/or School Police.
2. Staff will immediately notify the principal or designee.
3. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call School Police at (213) 625-6631 and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the individual in a calm, non-confrontational manner and request they leave the campus. Avoid any hostile situations.
6. If the individual is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Connect, as necessary.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.

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10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.8 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The below procedures should be implemented in response to all earthquakes, regardless of magnitude.

Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402. Other resources are available through the OEM and STEPS websites.

7.8.1 Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to immediately Drop, Cover, and Hold On. If your school is equipped with the ShakeAlert system which provides advance notice of an earthquake, you will immediately Drop, Cover and Hold On upon receiving an alert through PA system.
2. Students with disabilities that do not allow them to get under furniture for protection should immediately Drop/Lock, Cover and Hold On. They should lock the wheels on any wheelchairs and protect their head and neck with their hands.
3. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
5. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
6. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The Triage Team will set up the triage stations, check for injuries and provide appropriate medical assistance.
8. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.

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10. The Incident Commander will contact the Region Administrator of Operations and/or Operations Coordinator to determine additional actions that may be necessary. If the School Emergency Status Report (SESR) is activated, school conditions will be reported through this tool. Region personnel will communicate conditions to the District's Emergency Operations Center.
11. If SESR is not being used or not functioning, the Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
12. The Incident Commander will contact the Area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
13. Any damaged areas will not be reopened until the Area Facilities Team provides clearance and the Incident Commander gives authorization to do so.
14. The Incident Commander may initiate a Relocation if warranted by changes in conditions at the school.
15. The Incident Commander will direct the Planning and Intelligence Coordinator or another authorized user to open an iSTAR on the incident.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.8.2 Earthquake during Non-School Hours Procedures

Note: These procedures should be followed only when some staff is on campus.

1. Upon the first indication of an earthquake, everyone on campus is to immediately Drop, Cover and Hold on. If your school is equipped with the ShakeAlert system which provides advance notice of an earthquake, you will immediately Drop, Cover and Hold On upon receiving an alert through PA system.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.
   Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the School Police Watch Commander's Office at (213) 625-6631 that you are on campus before beginning a site assessment.
3. The Incident Commander should confer with the Region Administrator of Operations and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
4. If the school cannot be occupied, the Incident Commander and Region Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will notify staff members and parents via Connect.

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5. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.

7.9 Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

7.9.1 Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On or Take Cover if outdoors in an open area.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 and School Police at (213) 625- 6631 and OEHS at (213) 241-3199 to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. The Region office will inform the Region Public Information Officer of the situation.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate emergency functions. Action may include Shelter in Place, Evacuate Building or Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff, and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. The Triage Team will check for injuries and provide appropriate medical assistance.
10. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
11. The Planning and Intelligence Team Lead will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the Area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will

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maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.

15. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
16. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
17. The Incident Commander may initiate a Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.2 Risk of Explosion on School Property Procedures

1. If a school is notified by authorities of the risk of an explosion, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff, and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the fire department arrives.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Lead will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
9. The Incident Commander will notify and update parents via Connect.
10. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
11. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the Region Administrator of Operations.

13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate a Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.3 Explosion or Risk of Explosion in Surrounding Area Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place response action.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Incident Commander will notify and update parents via Connect.
6. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
7. The school will remain in a Shelter in Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure waves, expanding fireball, and subsequent radioactive fallout. More information about incidents involving radioactive material is available in the resource In The Event of a Nuclear Incident: A Reference for Schools and on MyPLN in courses STEPS 205 and 405.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide details on the area and personnel affected at the school.
4. After the initial blast, ICS teams should provide medical assistance and extinguish small fires as needed.
5. The Incident Commander will ensure the prompt relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
6. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the ISSP for gas supply shut-off valve) and fans in the area; close and lock

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exterior doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; cover windows, seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
11. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
12. The school will remain in Shelter in Place until the Los Angeles County Department of Public Health or other appropriate agency ends the Shelter in Place or issues relocation instructions. Authorities may advise relocation.
13. The Planning and Intelligence team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the Region Administrator of Operations.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.5 Explosive Device Threat/Suspicious Package

Response to an explosive device threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call, email, social media, or other means that may present a risk of an explosion. Information is available in the BUL-6460 Explosive Device Threats and Suspicious Devices.

7.9.6 Explosive Device Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
    - Nature of threat on phone line
    - Name of school
    - Phone number of line receiving threat
    - Name and contact information of staff member
2. The person answering the threat call should immediately inform the principal, and then use the Explosive Device Threat Form to gather and record information about the call.

Explosive Device Threat Form Questions include:

- Where is the explosive device (building, location)?
- When is it going to explode?
- What kind of explosive device is it? What does it look like?
- Who set the explosive device? Why was the explosive device set?
- What can we do for you to keep the explosive device from exploding?

- What is your name?
- How old are you?
- Where do you live?
- How can you be contacted?

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

- Caller Characteristics:
  - Gender
  - Age
  - Accent
  - Slurred/impaired speech
  - Recorded/disguised voice
  - Familiarity
  - Irrational/incoherent
- Background Noise:
  - Traffic
  - PA System
  - Typing
  - Other

3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls School Police at (213) 625-6631 who will advise the school. In most cases, School Police will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with School Police, will determine the appropriate emergency functions, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
4. If the school discovers unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
5. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. No attempt should be made to investigate or examine a discovered suspicious object.
7. The Incident Commander will notify and update parents via Connect
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. After the search, the Incident Commander will consult with Law Enforcement to determine any alteration to the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
10. When a suspicious object or explosive device is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.

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11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
12. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
14. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
15. After the incident is over, the Incident Commander will complete the Explosive Device Threat Report, submit a copy to LAUSD atwcoffice@laschoolpolice.gov, submit a copy to Region Operations, keep a copy at the school site, and upload it to the iSTAR created for the incident.

Explosive Device Threat – Other Means

If an explosive device threat is received via letter, email, social media, or other means, the principal will consult with LASPD to determine a course of action. The principal will make the appropriate notifications and take other actions as described above in Section II, Procedures for Explosive Device Threat – Telephone, D-P, as necessary.

7.9.7 Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the principal or designee should be immediately alerted.
2. The principal or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security/Utilities Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.

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9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The School Site Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
13. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete only section II (Report by Principal) of the Explosive Device Threat Report, submit a copy to LASPD at wcoffice@laschoolpolice.gov, submit a copy to Region Operations, keep a copy at the school site, and upload it to the iSTAR created for the incident.

7.10 Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

7.10.1 Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Online training about fires is available on MyPLN in courses STEPS 201 and 401. Online training about fire alarm systems is available on MyPLN in course STEPS 418.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the fire. Region personnel will contact the Region Public Information Officer with information on this situation.
5. Teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for

any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.

6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify OEHS at (213) 214-3199 that a fire occurred.
10. The Incident Commander will notify and update parents via Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
12. If needed, the Logistics Team Lead will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
13. Any affected areas will not be reopened until the Los Angeles City or County Fire Department, or appropriate agency provides clearance, and the school administrator issues authorization to do so.
14. For fires during non-school hours, the Incident Commander and the Region Administrator of Operations will assist in the determination of whether the school opens the following day.
15. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the “fire is out.”
16. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.10.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school or a wildfire that impacts the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Shelter in Place, Evacuate Building or Relocation.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The HazMat/Fire Team will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.

5. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Exercises.
6. In addition, the principal can determine air quality by accessing the Los Angeles Unified Know Your Air Network. The network consists of over 200 air quality sensors deployed at school sites and facilities throughout the entire 710 square-mile District to show local conditions in real time. Every school in Los Angeles Unified has a network sensor nearby (within approximately 1.6 miles), allowing all schools to determine air quality by looking at the nearest sensors. The network can be accessed at https://www.lausd.org/knowyourairnetwork.
7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. Region personnel will call the Region Public Information Officer with information on this situation.
8. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
9. The Incident Commander will notify OEHS at (213) 241-3199 of the fire.
10. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
12. The Incident Commander will notify and update parents via Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
14. If needed, the Logistics Team Lead will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
15. The Incident Commander will initiate a Relocation if warranted by changes in conditions.

Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will update the school community.

7.11 Food/Beverage/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or beverages served for the various food programs. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or beverage supplies, or if notified of possible food contamination by Central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses. Online training about food safety is available on MyPLN in course STEPS 417.

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Note that the Food Services Division will support with the procedures related to food and beverages that they serve.

Suspected Contamination of Food/Beverage/Water Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will isolate and secure the suspected contaminated food/beverage/water to prevent consumption, and will restrict access to the area.
2. The Incident Commander will notify:
   - 911
   - School Police (213) 625-6631
   - County Department of Health Services (213) 974-1234
   - Office of Environmental Health and Safety (213) 241-3199
   - Food Services Division (213) 241-2993 or (213) 241-6419
   - District Nursing Services (213) 202-7580
   - Region Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Lead will make a list of all potentially affected students and staff and provide the list to responding authorities.
4. The Triage Team and/or school nurse will assess the need for medical attention and provide medical assistance as appropriate.
5. The Planning and Intelligence Team Lead will maintain a log of affected students and staff and their symptoms, the food/beverage/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the Los Angeles County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents via Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

The Food Services Division will conduct their own investigation if the contaminated food/beverage originated from the cafeteria. A Quality Control Incident Form is completed by the cafeteria manager and submitted to a Nutrition Specialist at the Food Services Division central office within 24 hours. He/she reviews the form, notifies the vendor from which the contaminated food/beverage originated, and has a sample of it picked up from the school to undergo laboratory testing. The lab results take 2-5 working days. If tests show positive for food-borne illness, Food Services reports the findings through iSTAR and to OEHS for direction and follow-up.

For cases involving water contamination, as well as non-cafeteria food and beverage spoilage or contamination, OEHS will support the school with proper protocol.

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7.12 Public Health Emergency

The District's pandemic strategic plan is available here: LAUSD COVID-19 Compensatory Education Plan.

A Public Health emergency involves an infectious disease outbreak or a pandemic which requires a large-scale emergency need for medical health care services. A pandemic is the worldwide spread of a new disease, according to the World Health Organization. A pandemic occurs when a new virus emerges for which there is little or no immunity in the human population, begins to cause serious illness, and then easily spreads person-to-person worldwide. A Public Health emergency is often due to an influenza outbreak or other infectious disease that affects a school community. These incidents can also be more local and contained such as a suspected tuberculosis or measles outbreak at a school. During a suspected Public Health emergency, the principal or designee will consult with District Nursing Services at (213) 202-7580 and Student Medical Services at (213) 202-7590. Online training about Public Health emergencies is available on MyPLN in course STEPS 416.

During a large-scale Public Health emergency, the District will mobilize designated staff for a uniform, systemic, and comprehensive response. Both District and local level Operations staff will serve a critical role in gathering and dissemination information and supporting schools. L.A. Unified recognizes the authority of the Los Angeles County Public Health Officer in matters related to a disease outbreak or other Public Health crises and will work cooperatively with the Health Officer to prevent, mitigate, and respond to cases. The Health Officer and Public Health disease control specialists will evaluate the local situation and determine actions necessary to control the disease outbreak in schools and in the community. Health Officer Orders, guidelines and instructions will be continually revised and updated as the outbreak is tracked in the county. Illness may spread rapidly or slowly, may vary among communities locally, nationally, and worldwide, and the outbreak may persist over several months or even years.

During Public Health emergencies, schools may be approached by parents, teachers, and staff who are concerned about the health and safety of students. Specific details and updates including mitigation efforts and County orders will be provided on an ongoing basis as events evolve and directives change. It is imperative that the most updated information be sought and implemented. These will be shared through multiple means, including email, Connect messaging, KLCS, official District social media, virtual town halls, or other forums.

In a disease outbreak or pandemic, information materials may include:

- Letters to parents, teachers, and staff with instructions and risk communication information as issued by the Public Health Department's Health Officer.
- Brochures, infographics, and other informational materials.
- Frequently Asked Questions (FAQs).
- District webpages, maintained with links and updated information as knowledge evolves about the pandemic.

Healthy Habits to Reduce Public Health Emergency Impact

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7. Threat and Hazard-Specific Annexes

Schools can reduce the impact and spread of an infection by reinforcing basic healthy habits. Follow and promote the below practices and be aware that additional specific measures may be required to address the circumstances of the public health emergency. These practices include:

- Wash hands often. Require that all employees and students wash their hands with soap and water for at least 20 seconds after visiting the restroom or changing diapers/toileting, before and after eating and after handling animals or animal waste. If soap and water are not available, schools can purchase approved sanitizer from the District Warehouse. Schools must stock adequate hand-washing supplies for all restrooms.
- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity.
- Get vaccinated. Vaccination can drastically reduce the chance of contracting many diseases.
- Routinely clean and disinfect surfaces. Cleaning with soap and water removes dirt and most microorganisms. Using a disinfectant kills additional disease-causing germs. All common surfaces should be disinfected frequently with an approved product. A list of District-approved products is available through the LAUSD's Office of Environmental Health and Safety website.
- Stay at home if you are ill or have signs or symptoms of an infection. Students who become ill while at school should be sent home as quickly as possible. Note that for some infectious diseases, infected individuals may not present any symptoms or symptom manifestation may be delayed.
- Exclude from all school activities students and staff who are symptomatic. In the event of any Public Health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with noticeable symptoms such as an elevated temperature, cough, runny nose, or other symptoms common for that outbreak, should be separated from the general school population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.
- Handle and prepare food properly. Buy and refrigerate perishable foods quickly. Store food properly. Wash hands, kitchen surfaces, and utensils while preparing food. Wash raw foods and vegetables.
- Avoid exposure to all blood and other body fluids. Use gloves and practice thorough and frequent handwashing.
- Waste Disposal: Schools should carefully dispose of waste. A container lined with a biohazardous bag marked with the international biohazardous symbol is recommended for disposal of waste containing blood or any bodily fluid spills that may contain blood. This waste should be double-bagged. If needles, syringes, or lancets are used in the school setting, arrange for an appropriate Sharps container. The container must have the proper Sharps waste label attached. Place intact needles and syringes in the

designated Sharps container. Do not bend or break needles. Do not recap needles. Once sharps containers are ¾ full, it needs to be closed and disposed of into a consolidated bin. On site medical staff are responsible for disposing sharps container(s) into labeled sharps consolidation bin. Contact Nursing Services for directions about disposal of these types of contaminated materials. Also reference OEHS' Disposal Procedures for Hazardous Waste and Universal Waste (REF-4149 Disposal Procedures for Hazardous)

Continuity of instruction. When emergencies disrupt in-person instruction pursuant to CA E. C. § 41422 or 46392, it is the District's responsibility to ensure continuity of instruction. During large-scale learning disruption, students may be absent for extended periods, sometimes weeks or longer. As a mitigation strategy, school dismissals, closures, or capacity limitations may be implemented.

The Division of Instruction (DOI) has established alternate modes of learning in the event of a large-scale learning disruption to the District's instructional services. The Division of Instruction will provide guidance to administrators and support the implementation of alternative learning processes.

Also, see School Closure in Section 6: Functional Annexes.

Reopening. When the risk subsides, the District will consider Public Health guidance, scientific research, and local-level factors to implement a partial, incremental, or total return to normal operations. Any such decisions will be communicated to and coordinated with regional leadership who will then communicate with school sites.

The District will work with local-level offices to provide guidance to schools such as: campus cleaning and other pandemic-related safety procedures; student academic assessment, academic intervention, and grading; mental health services for students and employees; assessing students with disabilities in reviewing, revising, or creating IEPs; remediation, if the school was used for emergency operations; and accounting for students who do not return to school.

Considerations for Emergency Preparedness

Based on the nature, scale, and duration of the pandemic, as well as whether any in-person instruction is/may be taking place, school administrators should plan for a potential need to address the following, as applicable:

- Schools are expected to conduct all required emergency drills with each campus cohort during hybrid learning. Schools that have groups of students rotating through campus will need to hold drills for each schedule. Drill frequency table is available at http://lausd.org/drills.
- Submit emergency drill evaluations separately for each cohort.
- Conduct an ISSP review to update staffing and ensure that everyone with an emergency role will be working in person.
- Develop contingency plans for handwashing during disasters or during a loss of water on campus. Identify any outdoor handwashing stations that may be used during a disaster.

- Evaluate any designated outdoor isolation/quarantine areas for potential use for the same purpose during emergencies requiring evacuation. Consider: distance from buildings (building damage/rubble), reasonable distance from assembly area, line of sight (preferable), and communication between areas. If the existing areas are not suitable, identify isolation and quarantine areas near the assembly area for any students or employees who present symptoms and need to be isolated or quarantined. Assign staff to monitor these areas as needed.
- Identify alternate indoor spaces to use during lockdowns and shelter-in-place incidents/drills for each outdoor isolation and quarantine area and for outdoor classrooms, if any.
- Evaluate current assembly area and determine potential need to redefine or expand it to accommodate appropriate physical distancing; if necessary, establish a larger assembly area that will allow for proper social distancing.
- Establish the expectation that teachers should bring classroom hand sanitizer when evacuating.
- Inventory current emergency supplies and evaluate supply needs in classrooms, offices, and the emergency bin, including those specifically needed due to the nature of the outbreak/pandemic, including PPE for any parents/guardians who show up to collect their child at the request/reunion gates.
- Ensure that all staff are aware of and practice revised emergency procedures.
- Discuss changed/additional emergency actions during professional development and parent meetings.
- Consider using various communications channels, such as email, text, or Connect, to share key details of the modified emergency plan with parents/guardians, including expectations at the request and reunion gates.
- Review with students the additional emergency actions they will need to take. If these measures are new to the emergency response process, teachers and support staff should monitor and support students as they follow these protocols to facilitate proper implementation.

Additional Considerations

The following can facilitate the prevention and/or mitigation of outbreaks/pandemics.

Health Education Messages: Health education materials are critical because the impact and spread of a virus can be reduced or eliminated by training and education. Health education will also mitigate fear and reduce behavior or actions that will be disruptive to school activities. Education is also important as knowledge and mitigation strategies can change when dealing with a novel virus. As knowledge evolves, schools must ensure proper updates are followed and shared. Everyone at school should follow and help reinforce safe and healthy hygiene practices with students and the rest of their school community.

Alternative Use of District Buildings: School administrators and employees shall be aware that the LACDPH or other government entity may ask to use schools as Points of Distribution (PODs) in response to an outbreak. They may use a large room, such as the gym, to vaccinate or

distribute medication to the community or they may use a school parking lot to distribute food or other basic necessities. If LACDPH asks to use schools as PODs, OEM and the Region will work with site administration at selected sites to coordinate the activity. The Superintendent may also decide to use our own facilities to provide similar services to our school families and community.

Additional Responsibility of School Administrators: Administrators should prepare to facilitate the following, depending on the nature and scale of an outbreak/pandemic:

- Collection and submission of data on the numbers of students who are ill with a given disease.
- Visitation by LACDPH, which may visit schools to evaluate the implementation of Health Officer Orders and guidelines.

They may use its emergency reporting platform, School Emergency Status Report (SESR) or other resources to help track and report staff and student attendance or other metrics. Schools must adhere to any temporary changes in attendance recording protocols to ensure proper reporting. During a pandemic, these systems can be used to help determine District absenteeism rates and inform decisions made by the District or Public Health Officer to strengthen, implement, maintain, or forecast protective measures.

7.13 Suicide Risk and Self-Injurious Behavior

Procedures for Responding to Students who Exhibit Suicidal Ideation/Behavior

The school administrator should ensure that all incidents of suicidal ideation and/or behaviors are properly assessed, in accordance with the guidelines and protocols indicated in the District's BUL-2637 Suicide Prevention, Intervention, and Postvention (Students).

Suicide is death caused by self-directed injurious behavior with the intent to die. Sometimes there may be a precipitating event, such as a break-up or recent death of a loved one, prior to the death by suicide. However, it is important to remember that suicide is a complex phenomenon that cannot be attributed to one single cause.

The primary purpose of a suicide risk assessment is to determine if a person of concern poses a risk to themselves. The following are general protocols and procedures for the administrator/designee, crisis team member, and/or STPL to respond to reports of students at risk for suicide.

There are four stages for the suicide risk assessment process:

- Stage I: Immediate Risk Reducing Interventions
- Stage II: Assess for Suicide Risk
- Stage III: Communicate with Parent/Guardian
- Stage IV: Implementing Action Plan

Within each stage, the urgency of the situation may dictate the order in which the subsequent protocols are followed and necessary.

For support and consultation, contact the Student and Family Wellness Resources Line at (213) 241-3840, Monday through Friday.

In case of an emergency, call 911. For law enforcement and/or after-hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

7.14 Threat to Others

The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the District's BUL-5799 Threat Assessment and Management (Student-to-Student, Student-to-Adult).

For support and consultation, contact the Student and Family Wellness Resources Line at (213) 241-3840, Monday through Friday.

In case of an emergency, call 911. For law enforcement and/or after-hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

Employees as Mandated Reporters of Student Threats or Perceived Threats

In accordance with CA E.C. § 49390-49395, all employees are mandated reporters of student threats or perceived threats to commit a homicidal act related to school or a school activity.

- An employee who is alerted to or observes any student threat or perceived threat to commit homicide, must immediately report the threat or perceived threat to the Los Angeles School Police Department (LASPD) at (213) 625-6631 or local law enforcement, as well as the site administrator.
- Upon receiving a report of a threat or perceived threat, the local law enforcement agency, with the support of the school site or local educational agency, shall immediately conduct an investigation.
- An investigation by law enforcement, including LASPD, is not a substitute for a multidisciplinary threat assessment team meeting.

Protocol for Responding to Threats of School Violence

A threat assessment should be conducted when there is a direct, clear, and plausible threat of serious physical violence toward another person or District site. Additionally, a threat assessment could be conducted if the totality of the circumstances warrants an assessment. In general, to evaluate a threat, the team should have as many details about the person of concern, including baseline behavior, worrisome behaviors, threats made, and relevant past behaviors. For example, information gathered can include specific details about the thoughts and planning of a specific threat. A lack of specific details may indicate that little thought has gone into the threat and the threat maker is just venting frustration or trying to frighten people. A threat that contains specific details about targets, weapons, locations, and motivation is much more likely to be carried out. The more detail contained in a threat, the more thought that has gone into the planning.

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7. Threat and Hazard-Specific Annexes

The primary purpose of a threat assessment is to determine if a person of concern poses a risk of violence to the target(s) they have threatened. The following are general protocols and procedures for the administrator/ designee to respond to any reports of school violence or threats in schools, at District and school-related activities, and in areas within the District's jurisdiction.

There are four stages for the threat assessment and management process:

- Stage I: Immediate Risk Reducing Interventions
- Stage II: Information Gathering
- Stage III: Multidisciplinary Threat Assessment Team Meeting
- Stage IV: Implementing Action Plan

Within each stage, the urgency of the situation may dictate the order in which the subsequent protocols are followed and necessary.

7.15 Tsunami

A tsunami is a series of ocean waves that sends surges of water onto land. Waves sometimes reach heights of over 100 feet and can cause great destruction. Tsunamis are typically caused by large, undersea earthquakes, but may also be caused by underwater landslides or volcanic eruptions. Shaking events can generate a tsunami in the area where the shaking occurred with little warning time, or thousands of miles away, with several hours of warning time.

These procedures should be followed by the designated schools near the ocean or on field trips to or near the beach or when a distant or local shaking event has occurred and generated a tsunami. Schools located inside the known tsunami inundation area have a Tsunami Annex for their ISSP. All of the identified schools have been issued weather alert radios that send out tsunami advisories from the National Oceanic and Atmospheric Administration (NOAA). Information is available in the LAUSD REF 5435 NOAA Weather Radio All-Hazards Alerts.

Tsunami Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, Evacuate Building, or Relocation. If on a field trip, this duty is a responsibility of the lead teacher or administrator in charge of the field trip. The specific action will depend on how close the school is to the ocean, and how much time there is to act.
2. The Incident Commander or school Public Information Officer will monitor local news outlets for information such as evacuation notices and initiate further actions as appropriate. Schools in the Tsunami Inundation Zone have a NOAA weather alert radio with battery back-up in the Main Office.
3. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the area identified in the school's tsunami annex. The evacuation destination for a field trip should be to land that is at least 100 feet above sea level. Evacuees should stay away from coastal and low-lying areas. Waves may continue for several hours and travel several times faster than walking, running, or driving.

4. In the event of an evacuation, teachers will take students rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
5. The Incident Commander will notify School Police at (213) 625-6631 and the Region Administrator of Operations and/or Operations Coordinator of the incident. Region staff will inform the Region Public Information Officer of the situation.

* The above procedures are also followed for field trips on or near the beach if there is a threat of a tsunami.

7.16 Utility Failure

A utility failure is a situation involving a loss of water, power, or other utilities on school grounds.

7.16.1 General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Section 7.10 Explosion/Risk of Explosion on School Property.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, or Evacuate Building.
4. The Incident Commander will notify the Area Maintenance and Operations (during business hours) or School Police at (213) 625-6631 (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Area Maintenance personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the loss of utility service.
7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
8. The Incident Commander will notify and update parents via Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

7.16.2 Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many issues can be easily solved if the school has adequate emergency supplies:

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the "flush." Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5-gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets and toilets lined with plastic bags generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs.

   Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and should be stored with the other emergency supplies.

   If portable toilets are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible toilets for students with specific needs. Mark at least two of the portable toilets for faculty use.

2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.

3. **Drinking Water** - Drinking water can be addressed in many ways. Water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often the utility provider or Maintenance and Operations will obtain bottled water for the school.

   If schools are using water from the emergency water barrels, they must re-chlorinate the water 30 minutes before it is made available for consumption. Details are available in the REF-5451 School Site Emergency/Disaster Supplies.

4. **Fire Suppression** - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. For complete and specific instructions, please see REF-1909 Procedures for Fire Protection Systems. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the fire department and alert and evacuate the building occupants. The fire department and

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the Office of Environmental Health and Safety at (213) 241-3199 must be notified. Logs must be kept, documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

- Los Angeles City Fire Department (Valley) (818) 728-9922
- Los Angeles City Fire Department (Los Angeles) (213) 978-3800
- Los Angeles County Fire Department (323) 881-2455

Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure they followed the Fire Code.

6. **Other Concerns** - At secondary schools, there may be a request to use the showers, which cannot be accommodated. The nurse may also ask for water to wash hands. They may be able to use waterless hand cleaner, but they will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for the nurse to use at the sink in the Health Office or provide bottled water.

7.16.3 Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to instruction; it is common practice for students to remain in classrooms during a power outage.

   Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning.

   Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators and rechargeable portable power stations are also used to supplement battery-powered medical devices for students with special needs.

   In a prolonged power outage, the Maintenance and Operations Branch provides a generator to power the cafeteria. The cafeteria has food that needs to be kept at specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

2. **Students on Ventilators** - The students who use ventilators are provided with a small, portable generator rechargeable portable power stations to keep the ventilator battery charged during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should immediately contact the Office of Emergency Management at 213-241-3889.
3. **Fire Alarms and Suppression Systems** - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. For complete and specific instructions, see REF-1909 Procedures for Fire Protection Systems. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, and be able to notify the fire department, and alert and evacuate the building occupants.

   The fire department and the Office of Environmental Health and Safety at (213) 241-3199 must be notified. Logs must document who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

   - Los Angeles City Fire Department (Valley) (818) 728-9922
   - Los Angeles City Fire Department (Los Angeles) (213) 978-3800
   - Los Angeles County Fire Department (323) 881-2455

   Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure that they abided by the Fire Code.

4. **Food Service** - The cafeteria staff may not be able to heat food without electricity or gas. If the loss of power is expected to last through nutrition or lunch or other meals provided at school, immediately contact your Cafeteria Manager and your Area Food Services Supervisor. They can arrange for food to be brought in from an off-site location. In a prolonged power outage, the Maintenance and Operations Branch will provide a generator to power the cafeteria. The cafeteria has food that needs to be kept specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer or the food will be transported to a neighboring school or the Pico Rivera Foods Warehouse.

7.16.4 Loss of Communications Procedures

Schools regularly communicate with staff, parents, and other schools/offices using a variety of methods. Back-up methods of communicating must be identified for each system in case a primary communication system is not functioning. Communications systems may be inoperable or have intermittent service due to an issue that impacts only that system, result from an emergency or disaster that causes an outage of communications, or due to system overload

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when too many people try to use a system following a disaster. During some types of large emergencies/disasters, multiple communications systems may be down or unreliable.

A best practice is to send important communications by multiple methods (for example a voice message and a text or a newsletter that is emailed to parents and a hard copy sent home with students). It is essential to use multiple communications methods during a disaster to increase the likelihood that critical information is successfully received. The table below identifies some methods of communications commonly used by schools and which can be incorporated in a school's plan for loss of communication.

During a disaster, phone line and other communications systems use should be limited to essential information to minimize system congestion. Internet service and other data storage systems may also be unavailable during a disaster. Schools should maintain a list of key contacts downloaded onto devices and multiple copies of printed contact lists in the School Emergency Response Box.

Common School Communications Methods:

Communication Method	**Information Types**
Landline telephone	Live voice calls; recorded voice messages
Email	Written messages; digital print materials
Public address system	Live voice broadcast information to campus groups
Two-way radio	Live voice information to select campus group; emergency communications between designated schools and with LASPD; see the Emergency Radio Communications Reporting Tree for more details
Bull horn	Live voice information to campus group
Printed materials	Distributed in person
Runners/messengers	Live messages or distribution of printed materials
Cell phones	Live voice calls; recorded voice messages; text messages
LAUSD and school websites	Schedules and digital materials including policy, protocol, and other information
Connect	Automated outbound voice messaging, email, or text messaging to larger distribution groups
Social media	Written messages; digital print materials

Additional considerations for communications methods:

1. **Phone Systems** - School PBX phone systems have a battery back-up because they run on computers. This allows the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside analog phone line that does not go through the PBX. If the PBX system fails, the fax line will still work, and schools should keep a single-line phone handset that can be plugged into this line during a loss of power or loss of phone lines. In the event of a major disaster such as an earthquake,

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these phone lines have been listed with the phone company as “essential service lines” and will be restored first.

If a school must relocate off campus during an emergency, it can forward the main school number to an administrator’s cell phone if possible. This will allow the school to still receive incoming calls from the school’s landline phone.

An increasing number of schools have telephones that operate using Voice Over Internet Protocol (VOIP) systems. These phones, and other equipment that uses VOIP, may not function during a loss of internet service.

Additionally, schools may be able to use cloud-based telephone services using Amazon Connect, provided by the District. This allows the District to set up or forward critical phone numbers, including our schools’, to the cloud in the event of a local emergency or service disruption. School staff can take Amazon Connect calls from anywhere in the world using a computer or Chromebook with an internet service.

2. **Connect Mass Notification** - The Connect mass notification system is capable of sending voice, email and text messages during normal school operations. When a school experiences a loss of communication systems such as phones/internet, communications can still be sent through Connect.

   If only an internet connection is available, a Connect message can be created and sent. Email and text messages can be added to the message following the normal procedures. If a voice message is also desired, two options are available. The first is to utilize the text-to-speech function and to enter the script for the message into Connect. The system will then read the script when the message is delivered. This can be done for any of the languages. The second option is to record the audio message and to upload the file into the Connect message. If the audio can be recorded directly onto the device being used to set up the message (computer, tablet or smartphone), this will eliminate the need to transfer the audio file to a second device (e.g., recording the message on a smartphone and setting up the message on a computer requires that the audio file be transferred to the computer via email or text). Connect messages can be set up on a Smartphone with internet connectivity using the phone’s browser (www.finalsiteconnect.com).
   If no internet connection is available but access to any phone is available, a message can be sent out using the Connect Dial-In Messaging Card. Each Connect user account has the option to create a Dial-In Messaging Card with PIN security (Visit https://bbc.lausd.net and click on the “Dial-In Messaging Tutorial” FAQ for instructions on using the Dial-In Messaging Card.
3. **Two-Way Radios (Internal School Communications and External Emergency Communications)** - Each school has a two-way radio system that allows the school to communicate with people on that campus for daily, ongoing critical communications, and during emergencies with a neighboring campus, and directly or indirectly with School Police. Systemwide failure of the radio network is possible, but less likely to fail

in an emergency than landline or cellular phones. The radios are battery powered and will still operate during a power outage or when phone systems are down. As long as the radio batteries are charged and working, schools will be able to communicate within their campus or to a nearby campus or with School Police. Schools should keep extra radio batteries, a spare radio charger and a portable power pack with the school's emergency equipment.

Plan for a Loss of Water:
Toilets: Portable potties
Drinking Water: Water Tanks
Food Service: Cafeteria Manager-Najet
Fire Suppression System (if applicable): Plant Manager-Jose Perez

Plan for a Loss of Electricity:
Ventilation: LADWP
Electric Lights: Solar Lights

Plan for a Loss of Natural Gas:
Food Service: LA Cafe

Plan for a Loss of Communication:
Telephone Service: Cell phone
Intercom: Portable Megaphones

7.17 Weather

Schools may implement general inclement weather procedures during heavy rain, flooding, hail, or high winds. More information is available in REF-5706 School Procedures During Inclement Weather, REF-5435 NOAA Weather Radio All-Hazards Alerts, and BUL-963 Guidelines for Preventing Heat Stress.

7.17.1 General Inclement Weather Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency actions which may include Indoor Activities Schedule, Evacuate Building, or Relocation. NOTE: Inclement weather may block or impact routes to/from school and may necessitate an off-site evacuation even if the school itself is relatively unaffected. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Emergency Exercises.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.

3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the emergency situation. Region personnel will call the Office of Communications with information on the situation.
4. The Incident Commander will direct the Security/Utilities Team or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
5. The Incident Commander or school Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
6. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
8. The Triage Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
9. The Planning and Intelligence Team will consider the impact of weather (including travel) on field trips and extracurricular activities and advise the Incident Commander if activities should be curtailed.
10. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
11. The Incident Commander will notify and update parents via Connect.
12. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.17.2 Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:

- Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.
- Inspect roof scuppers and drains to make sure they work properly.
- Request sandbags and plastic sheeting from the operational area that can be used to divert water away from doors.

Flood/Flash Flood

A Flash Flood may accompany rain or may appear suddenly as a result of storm conditions elsewhere in Southern California and may impede driving.

Hail

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Hail can damage buildings and equipment, possibly injure students or adults (depending on the size of the hailstones) and may be accompanied by unusually cold weather.

Landslide/Debris Flow

Landslides can be caused by a variety of factors including earthquakes, storms, fire, and by human modification of land. Landslides can occur quickly, often with little notice. In a landslide, masses of rock, earth, or debris move down a slope.

Debris and mud flows are rivers of rock, earth, and other debris saturated with water and develop when water rapidly accumulates in the ground, during heavy rainfall or rapid snowmelt. They can flow rapidly, striking with little or no warning, and may travel several miles from their source, growing in size as they pick up trees, boulders, cars, and other materials.

Thunder/Lightning

All thunderstorms produce lightning and are dangerous. Stop all outdoor activities and move activities indoors if you hear thunder or see lightning. Wait 30 minutes after the storm to resume outdoor activities.

Wind

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles). Caution should be taken in areas where pop-up canopies, dining table umbrellas, tree branches or other objects may become airborne and exposed to wind damage. Students and staff should be kept away from these areas while high winds are present.

7.17.3 Funnel Clouds/Tornado Procedures

Funnel clouds and tornadoes are possible in the Los Angeles area. If a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency function, Shelter in Place.
2. The Incident Commander makes the following announcement over the PA system or an alternate method of communication: “Your attention please. We are implementing an Indoor Activities Schedule, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor, face the wall, and protect your head with your arms. All students and staff that are outdoors are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.” NOTE: The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished

by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Emergency Exercises.

3. If indoors, teachers will keep students in the classroom until further instructions are given.
4. If outdoors, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office with the number and names of students in the room with them.
5. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.
6. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the emergency situation. Region personnel will call the Region Public Information Officer with information on the situation.
7. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
8. Teachers will take attendance to account for students and notify the office of missing students.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander will notify and update parents via Connect.
11. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.17.4 Heat Procedures

The intensity of exercise activities must be limited or modified whenever the Heat Index is above 95°. Details are available in BUL-963 Guidelines for Preventing Heat Stress. A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool. For information specifically geared towards employees, the California Division of Occupational Safety and Health provides a website with valuable information to help protect employees from heat-related illnesses at http://www.dir.ca.gov/DOSH/HeatIllnessInfo.html.

Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.
- Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities.

Students known to have health problems should be closely observed and their activity modified or restricted.

Strategies for Preventing Heat Stress During the School Day

- A “cool room” should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the “cool room” should be available for use at all times during the school day.
- Hold events indoors with air conditioning when possible. Shade should be made available in outdoor areas.
- Use current medical health history to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
  - Students with history of previous heat illness
  - Students with current illnesses and/or health sensitive medical conditions
  - Students who have experienced recent injuries

7.17.5 National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets. More information is available in the REF-5435 NOAA Weather Radio All-Hazards Alerts and at https://www.lausd.org/noaa.

Watch - when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A “watch” is intended to provide enough lead-time to set emergency plans in motion. A watch means that hazardous weather is possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:

- Review the ISSP and confirm staff assignments for emergency positions
- Consider if field trips and extracurricular activities should be adjusted/cancelled
- Review Connect emergency contact lists for staff and students
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Inspect the campus for conditions that could cause damage

Advisory - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:

- Review the ISSP
- Check emergency supplies
- Consider if extracurricular activities, field trips, and after-school programs should be adjusted/cancelled
- Plan for a modified activity schedule
- Move outdoor equipment out of harm’s way
- Monitor local weather via www.weather.gov and/or a NOAA weather radio

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- Check school site for hazards and exposures that can be mitigated
- Send a Connect message if extracurricular activities may be impacted

Warning - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:

- Activate ISSP
- Stage emergency supplies in a location protected from weather
- Send Connect message, update school website, and school social media accounts to notify parents
- Notify Region Operations of actions
- Take proactive steps to protect students and staff
- Cancel activities, field trips, and after-school programs if expedient to do so

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Contacts

NAME	PHONE
Air Quality Management District	(909) 396-2000
American Red Cross Public Information	(310) 445-9900
Animal Services – L.A. City	(888) 452-7381
Connect Client Care	(866) 435-7684
Building Inspection – L.A. City	(888) 524-2845
Bus Dispatch - LAUSD	(213) 580-2900
Cal Trans Road Closures	(800) 427-7623
California Highway Patrol	(800) 835-5347
Department of Mental Health ACCESS – L.A. County	(800) 854-7771
Department of Public Health – L.A. County	(213) 240-8117
Department of Transportation (LADOT) - Traffic Signals LA City	(213) 485-4181
Department of Transportation (LADOT) - Traffic Signals LA City VALLEY	(818) 752-5100
Department of Water and Power (DWP) – L.A. City	(800) 342-5397
District Nursing - LAUSD	(213) 202-7580
Division of School Operations- LAUSD	(213) 241-5337
Fire and Medical Emergencies	911
Health Services – L.A. County	(800) 427-8700
Information Line - L.A. City	311
Information Line – L.A. County	211
LASPD School Police Watch Commander - LAUSD	(213) 625-6631
Region East - LAUSD	(323) 224-3100
Region North - LAUSD	(818) 654-3600
Region South - LAUSD	(310) 354-3400
Region West - LAUSD	(310) 914-2100
Office of Communications - LAUSD	(213) 241-6766
Office of Emergency Management - LAUSD	(213) 241-3889
Office of Environmental Health & Safety - LAUSD	(213) 241-3199
Park Rangers Hotline – L.A. City	(323) 644-6661
Recreation and Parks – L.A. City	(213) 978-4670
Sanitation: Refuse Collection – L.A. City	(800) 773-2489
Sanitation: Sewer – L.A. City	(213) 485-7575
Sanitation: Storm Drain/Stormwater Hotline L.A. City	(800) 974-9794
School Mental Health - LAUSD	(213) 241-3840

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Sewer Maintenance – L.A. County (Non-L.A. City)	(800) 675-4357
Southern California Edison - Non-L.A. City	(800) 611-1911
Southern California Gas Company	(800) 427-2200
Storm Damage/Mud Slide Reports – L.A. City	311
Street Lighting – L.A. City	311
Student Mental Health and Wellness Services- LAUSD	(213) 241-3840
Student Medical Services - LAUSD	(213) 202-7584

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Hospitals (Nearest Pediatric Emergency Room [Up to Age 20])

Name: Children's Hospital of Los Angeles
Address: 4650 W. Sunset Blvd.
City and Zip: Los Angeles, CA 90027
Phone: (323) 660-2450

Nearest Pediatric Emergency Room Backup (up to age 20):
Name: Children's Hospital of Los Angeles
Address: 4650 W. Sunset Blvd.
City and Zip: Los Angeles, CA 90027
Phone: (323) 660-2450

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School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency.

TITLE	NAME	WORK NUMBER
Principal	RALLION, MARIE FRANCE	(213) 389-1181
Assistant Principal 1	LANGLEY, SHARON	(323) 851-0020
Assistant Principal 2		
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	YOO, HYON DOUK	(213) 389-1181
Cafeteria Manager	GHAZOUANI, NAJET	(323) 654-1966
Financial Manager	RALLION, MARIE FRANCE	(213) 389-1181
Plant Manager	PEREZ, JOSE	(818) 340-6677
Custodian	PEREZ, JOSE	(818) 340-6677
Custodian Closest to Site	PEREZ, JOSE	(818) 340-6677
First Person on Campus in AM	PEREZ, JOSE	(818) 340-6677
Last Person on Campus in PM	PEREZ, JOSE	(818) 340-6677

8. Appendices

LAUSD Disaster Supply Inventory

Kit	# In Bin	Required Quantity		Commodity Code
Disaster Emergency First Aid Kit		1 per every 400 students		3453248292
Disaster First Aid Kit Itemized List	# In Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment*		3 box (25 ea./box)	yes	
Antacid/Nausea/Diarrhea Tablets, Bismuth Subsalicylate*		3 box (30 ea./box)	yes	
Antiseptic Wipes*		1 box (100 per box)	yes	
Aspirin Tablets*		1 box (50 pk/2 ea./pkg)	yes	
Non-Aspirin Tablets*		1 box (125 pk/2 ea./pkg)	yes	
Hand Cleaner 4oz Waterless*		2 each	yes	
Cold Pack*		1 pkg (16 ea./pkg)	yes	4750954200
Saline Solution*		2 bot (500 ml bot)	yes	
Diphenhydramine Tablets*		1 pkg (50 ea./pkg)	yes	
Hard Candy Glucose Tablets*		1 pkg (20 ea./pkg)	n/a	
Emesis Basin		2 each	n/a	
Mylar Emergency Blanket		12 each	n/a	3453025575
Water Pitcher w/ Lid (plastic 32 oz)		1 each	n/a	
Sanitary Napkin		250/case individually packaged	n/a	4858240147
Clear Surgical Tape		1 pkg (2 ea./pkg)	n/a	
Tissue Paper, Facial		1 box (175 each/box)	n/a	6405077100
Paper Towels		1 roll (100 sheets)	n/a	6407580425
Tourniquet		1 each	n/a	
Plastic Sheet		1 each	n/a	
Washbasin		1 each	n/a	
Security Ties		1 pkg (6 ea./pkg)	n/a	
Bio-hazard Waste Bag		1 each (10 gallon)	n/a	
Non-latex Disposable Exam Gloves – Medium		1 box (100/box)	n/a	4754147303
Non-latex Disposable Exam Gloves-Large		1 box (100/box)	n/a	4754147304
Eye Pads		1 pkg (8 ea./pkg)	n/a	
Dental Floss		1 spool	n/a	

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Triage Tags		1 pkg (50/pkg)	n/a	9661226135
First Aid Flip Chart		1 each	n/a	9661278998
Flashlight		2 each	n/a	4503211380
Batteries For Flashlight		4 each	yes	4500611040
Goggles		2 each	n/a	3456460080
Storage Case w/ wheels & handles labeled "LAUSD Emergency Supplies Cart"		1 each	n/a	5606900105

* Items available in Replacement Kit

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Kit	# In Bin	Required Quantity		Commodity Code
Replacement Kit for Expiring Items in Disaster First Aid Kit		1 per every Disaster First Aid Kit (as needed)		3453248271
Replacement Kit Itemized List	# In Bin ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment		1 pkg (75ea/pkg)	yes	
Antacid/Nausea/Diarrhea Tablets		3 pkg (30/pkg)	yes	
Antiseptic Wipes		1 box (100 per box)	yes	
Aspirin Tablets		1 box (50 pk/2 ea./pkg)	yes	
Non-Aspirin Tablets		1 box (125 pk/2 ea./pkg)	yes	
Hand Cleaner Waterless		2 each	yes	
Cold Pack		1 pkg (16 ea./pkg)	yes	
Saline Solution		2 bot (500ml bot)	yes	
Petroleum Jelly		1 pkg (3 ea./pkg)	yes	
Diphenhydramine Tablets		1 pkg (50 ea./pkg)	yes	
Hard Candy Glucose Tablets		1 pkg (20 ea./pkg)	yes	

Additional First Aid Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration date	Commodity Code
Vinyl Exam Grade Gloves –Small		as needed	n/a	4754147302
Vinyl Exam Grade Gloves – Medium		as needed	n/a	4754147303
Vinyl Exam Grade Gloves - Large		as needed	n/a	4754147304
Vinyl Exam Grade Gloves – Extra Large		as needed	n/a	4754147305
Bleach		2 gallons	replace annually	5052538151
Cervical collar set, assorted sizes		as needed	n/a	
Mylar Emergency Blankets		as needed	n/a	3453025575
Paper Bags		1 pkg (500)	n/a	6401547104
Treatment Log		1	n/a	

Kit	# In Bin	Required Quantity		Commodity Code
Search and Rescue Kit		One kit for each Search and Rescue Team		3453248278
Search and Rescue Kit Itemized List	# In Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Glove, Leather Palm, Large*		4 each	n/a	2002753000
Fanny Pack, Red*		4 each	n/a	
Flashlight, Industrial*		4 each	n/a	4503211235
Dust Mask*		4 each	n/a	3457251110

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Safety Goggles*		4 each	n/a	3456460050
Whistle with Lanyard*		4 each	n/a	6806290200
Triage Tag		1 pack (50/pack)	n/a	9661226135
Water Pouch		24 each	n/a	
Batteries, D Size		2 each	yes	4500611040
Grove Joint Plier		1 each	n/a	4455254120
Linesman Plier		1 each	n/a	4455248158
Folding Saw		1 each	n/a	
Bolt Cutter		1 each	n/a	
SledgeHammer		1 each	n/a	
Warning Tape, Caution: Do Not Enter		1 each	n/a	8322080911
Folding Shovel		1 each	n/a	
Angle head Flashlight		1 each	n/a	
Hand Axe, Wood Handle		1 each	n/a	
Utility Knife		1 each	n/a	4454248214
First Aid Kit Includes:		1 Kit	n/a	
Sterile ABD Pads		5 each	n/a	
Mylar Emergency Blanket		1 each	n/a	3453025575
Fanny Pack		1 each	n/a	

*Items are one per team member

Additional Search and Rescue Supplies

Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Stretcher		1 per S+R Team	n/a	4701078050
Duct Tape		at least 4 rolls	n/a	8322409077
Extra Batteries, D Size		as needed	yes	4500611040

Water Supplies

Item	# In Bin ✓	Required Quantity	Expiration Date	Commodity Code
Pump		2 or more	n/a	7200620055
Water Barrel; 55 Gallon		1.5-gallon x #students/staff ÷55	n/a	1004570546
Bleach		1 gallon	replace annually	5052538151
Measuring Spoons (for bleach in water barrels)		2 sets	n/a	2409186065

8. Appendices

Basic Sanitation Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
5-Gallon Utility Bucket		1 per every 30 students	n/a	3453248353
Emergency Toilet Seat		1 per every 30 students	n/a	3453248352

Additional Sanitation Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Plastic Bags - Liners			n/a	6652452120
Toilet Paper			n/a	6407556175
Sanitary Napkins			n/a	4858240147
Sanitary Tampons				4858245001
Privacy Screen		1 per toilet	n/a	1557050015
Absorbent			n/a	4857450670
Deodorizer			n/a	4854214150

Additional General Disaster Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Radio, two-way		As needed	n/a	7257800185
Can opener		As needed	n/a	
Plastic utensils		As needed	n/a	

Maps

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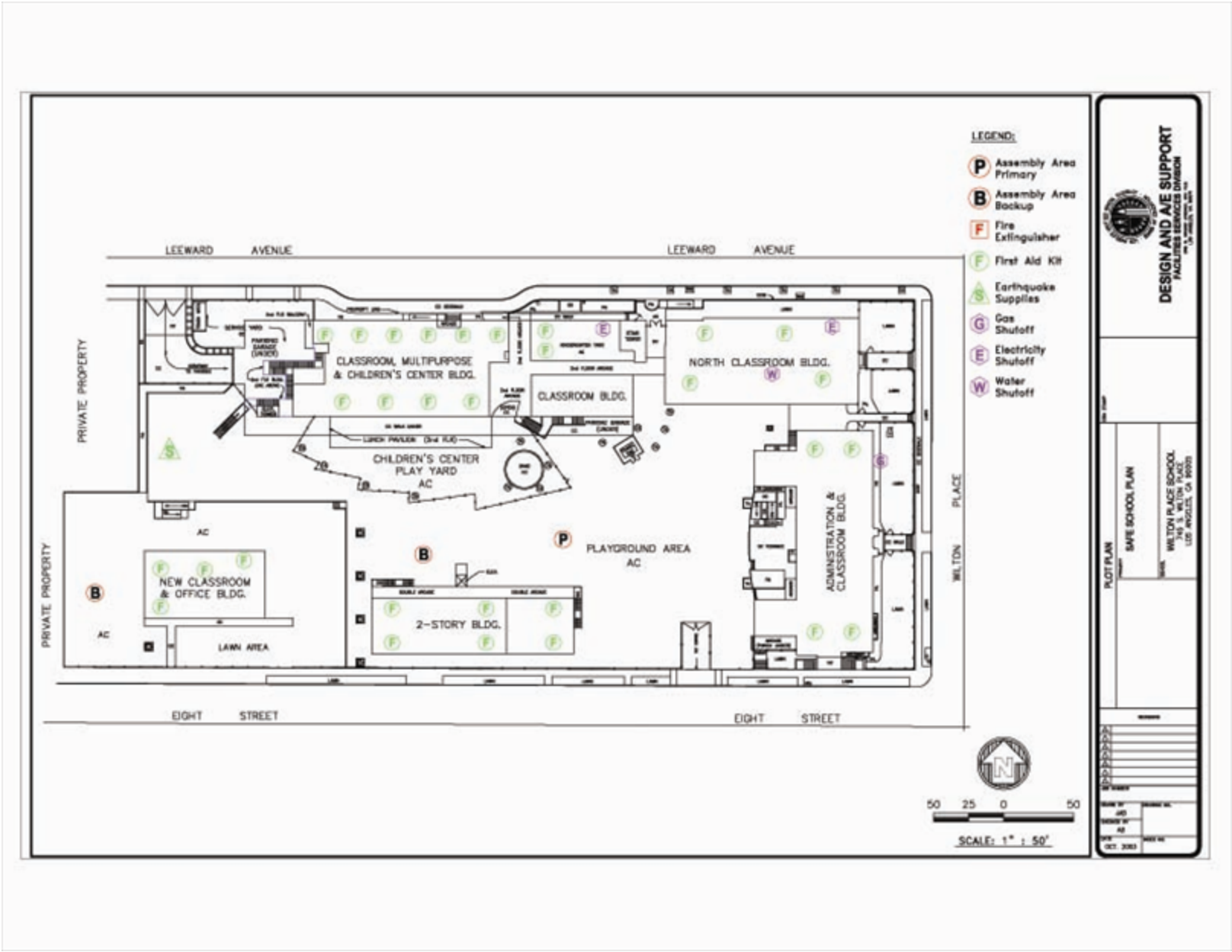
8. Appendices Maps



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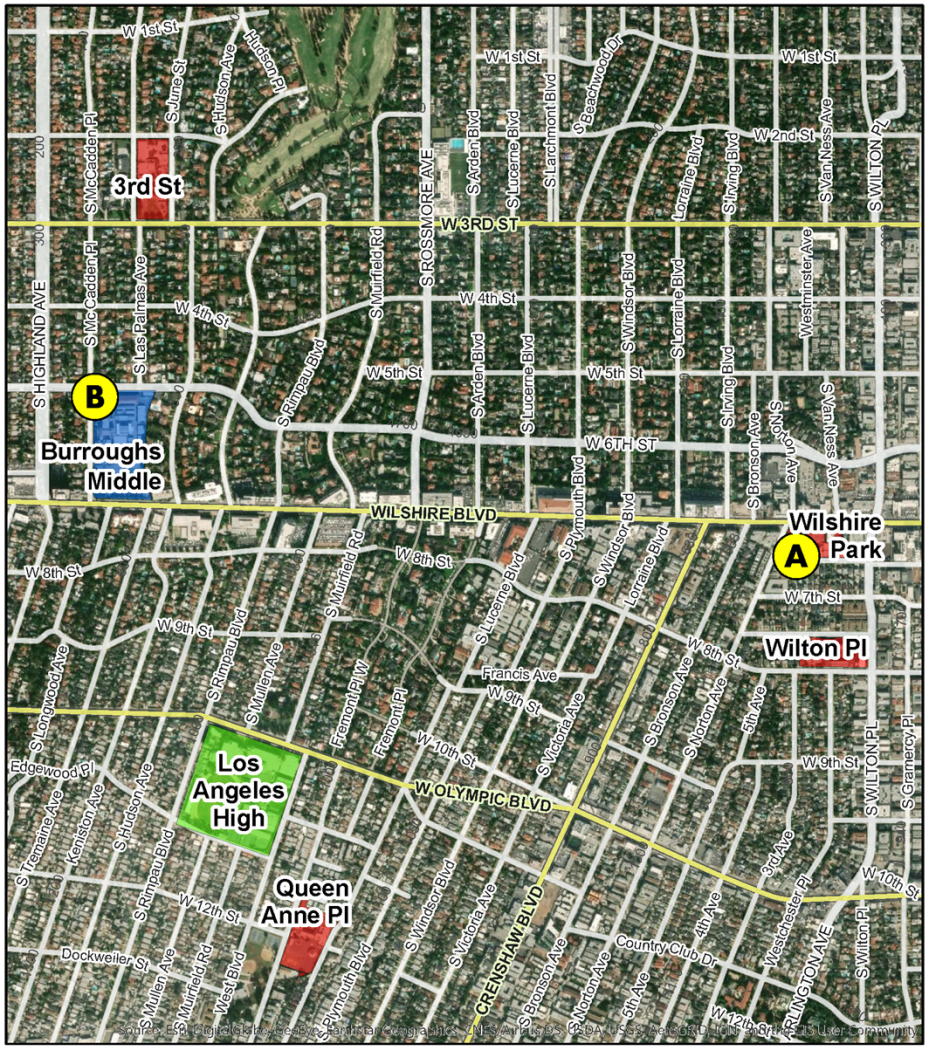
WILTON PLACE ELEMENTARY
Offsite Relocation Map
Cost Center Code: 1780801



N

A Primary Offsite Relocation Address:
4063 Ingraham St, Los Angeles, CA, 90005, USA

B Backup Offsite Relocation Address:
600 S McCadden Pl, Los Angeles, CA, 90005, USA

Scale: 1:13,000

Los Angeles, CA, 90005, USA
:up Phone #: (323) 549-5000

8. Appendices

ICS Definitions for Schools

Incident Command Team:

Incident Commander - responsible for directing emergency operations

Public Information Officer (PIO) - official spokesperson for an incident

Safety Coordinator - ensures that emergency operations are conducted safely

Planning/Intelligence Lead - responsible for collecting and evaluating information

Operations Lead - responsible for managing all tactical operations at an incident

Logistics Lead - provides all incident support needs, such as, facilities, transportation, communications, supplies/equipment, and food services

Finance/Administration Section Lead - responsible for managing all financial aspects and paperwork of an incident

Emergency Teams:

Triage Team - performs triage and provides medical assistance, ensures supplies are accessible, and evacuates and stages supplies

School Site Crisis Team - provides psychological/emotional support for students and staff

Search and Rescue Team - performs search and rescue operations

Access and Functional Needs Position - ensures the safety of students and adults with access and functional needs during drills and emergencies

Security/Utilities Team - ensures school site security and performs short-term repairs and shutoff of utilities

Fire Suppression/Hazmat Team - extinguishes small fires and evaluates chemical spills

Assembly Area Team - ensures safe evacuation and accounting for all students, staff, and visitors

Request Gate Team - processes requests for student pick-up

Reunion Gate Team - reunites students and parents at Reunion Gate

Supply/Equipment Team - ensures adequate equipment and supplies

Hygiene Team - provides all necessary sanitation-related support

Transportation Support Position - coordinates transportation assets and plans, such as, for an off-site relocation from the school

8. Appendices

Documentation/Communications Position - maintains emergency log, analyzes situation, and updates Incident Commander

Cost/Staff Accounting Position - maintains accurate emergency time records for all site-based and itinerant employees

Forms

Emergency Hazard Assessment Survey

School: _____

Location Code: _____

Name:_____

Position:_____

Date: _____

On-Site Hazard:

[List any unusual on-site hazards that are unique to the school, e.g., underground storage tanks, gas pipelines, unusual chemicals]

_____

_____

_____

_____

_____

_____

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g., freeways, railroads, pipelines, power transmission lines, industrial facilities]

_____

_____

_____

_____

_____

Los Angeles Unified School District Office of Emergency Management

LAUSD Explosive Device Threat Report

School: _____

Date of Call: _____

Person Receiving Call: _____

Time of Call: _____

Incoming Phone No.:_____

I. REPORT OF PERSON RECEIVING CALL

Keep the caller on the line as long as possible (ask caller to repeat statements, ask more questions) and signal to another person to call police.

Questions for Caller

Ask the caller the following questions and write answers in the spaces below:

Explosive Device Information:

Where is the explosive device? (Get most specific information as possible.)

_____

When is it going to explode?_____

What kind of explosive device is it? _____

What does it look like? _____

Who set the explosive device?_____

Why was the explosive device set?_____

What can we do for you to keep the device from exploding? _____

_____

Caller Information:

What is your name? _____

How old are you? _____

Where do you live? _____

(If voice youthful) Are you making this threat to avoid taking a test/final? _____

Are you a member of a terrorist organization? Which one?

_____

How can you be contacted? _____

Call Characteristics Evaluation Check and describe the noted characteristics in the spaces provided below.

_____

_____

_____

_____

_____

Message Details: (Use the caller's exact language where possible.)

Caller's Voice:

Male_____ | Female _____

Child: Yes / No

Age: _____

Intoxicated:_____

Speech Impairment: _____

Accent: _____

Type: _____

Whispers/inappropriate language:_____

Angry:_____

Foul/Nasal:_____

Educated:_____

Irrational: _____

Incoherent: _____

Voice disguised/Altered: _____

Recorded threat message: _____

Read from script: _____

Is the voice familiar? _____

Who does it sound like? _____

Background Noise:

Music: _____

Babies/Children: _____

Conversation: _____

Playground/School: _____

Airplanes: _____

Traffic:_____

Animals: _____

PA System: _____

Machines: _____

Typing: _____

Other _____

II. REPORT BY PRINCIPAL

Name of school employee contacting police:

Date police contacted: _____

Time: _____

Name of police department call taker: _____

Name of responding officer: _____

Name of responding police agency: _____

Was a search for the explosive device conducted? Yes / No

Details of search: _____

Was a school evacuation conducted? Yes / No

Full evacuation: Yes / No

Partial evacuation: Yes / No

Buildings or areas evacuated: _____

Send one copy of this completed form to the Region Operations Coordinator, send one copy to School Police at wtoffice@laschoolpolice.gov, and keep one copy in school records. Please also upload a copy to the iSTAR submitted on the incident.

Injury Report

School: _____

Teacher: _____

Room Number: _____

Date: _____

Name	Type of Injury	Location of Person

Missing Persons Report

School: _____

Teacher: _____

Room Number: _____

Date: _____

Name	Last Seen Location

Los Angeles Unified School District Office of Emergency Management

Supplemental Attendance Report

Use this form to account for anyone not found on student/staff rosters.

School: _____

Date: _____

Name	ID NUMBER	STATUS (CHECK ONE)	OTHER INFORMATION

Student Release Log

Note: Schools may only release students to individuals who have been designated by the custodial parent/guardian.

School: _____

Date: _____

Student's Name	Release Time	Name of Person Released To	Adult Signature

Note: Maintain the original in the emergency document file.

Los Angeles Unified School District Office of Emergency Management

School/Site Preliminary Damage Report (PDR)

Use this form to report your status to the Region when the online School Emergency Status Report site is down.

School/Site: _____
Date: _____
Time: _____
Person in Charge: _____
Location Code: _____

Contact information *(How the school can be reached for additional information):*

_____

_____

_____

_____

Please answer the following:

Number of deaths: _____

- # of Students: _____
- # of Staff: _____
- ○ None

Number of injuries: _____

- # of Students: _____
- # of Staff: _____
- ○ None

How many buildings at your site are visibly damaged? _____

Describe the type and extent of damage you observe: _____

Summarize emergency response actions already taken:

Do you have the following capabilities?

- Power
  - Yes / No
- Water
  - Yes / No
- Landline Phone
  - Yes / No
  - Contact #: _____
- Cellular Phone
  - Yes / No
  - Contact #: _____
- Natural Gas
  - Yes / No
- Two-way Radio
  - Yes / No

Location of evacuated students: _____

List critical issues on site: _____

List other issues: _____

List assistance requested: _____

Los Angeles Unified School District Office of Emergency Management

Emergency Drill Evaluation Worksheet

All emergency drill evaluations must be submitted at http://emergencydrills.lausd.net. Schools are expected to submit an evaluation after each emergency drill and radio test. **For best results, complete the emergency drill evaluation online using a cell phone during the drill.** Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet, or cell phone. Questions with an * require a response.

*School**: _____

*Today's Date**: _____

*First Name**: *Last Name**: _____

*Email Address (use lausd.net)**: _____

1) Drill Type*:

- ☐ Fire
- ☐ Earthquake
- ☐ Lockdown
- ☐ Shelter in place
- ☐ Take cover

2) Select One*:

- ☐ New drill submission
- ☐ Drill resubmission
- ☐ Actual emergency

3) Date Conducted*: _____

4) Time Started*: _____

5) Time Completed (including accounting for everyone)*: _____

6) Alert Type*:

- ☐ Bell/tone
- ☐ PA system
- ☐ Megaphone
- ☐ Whistle
- ☐ Other

7) How many minutes did evacuation take? If no evacuation, respond "0."*:

8) Did everyone on campus participate?*: Yes / No

9) If parents/guardians participated, what were their roles?:

_____

_____

_____

10) How were parents/guardians notified about the drill?*:

- ☐ Letter Sent Home
- ☐ Connect
- ☐ Newsletter
- ☐ Sign at Marquee/Entrance
- ☐ School Website/Calendar
- ☐ No Notification
- ☐ Other:

11) Was an Incident Command Post established?*: Yes / No

12) Did an employee take the School Emergency Response Box to the assembly area/command post?*: Yes / No

13) How was the school's Integrated Safe School Plan (ISSP) used for the drill?* (Mark all that apply):

- ☐ During the planning of the drill
- ☐ During the execution of the drill
- ☐ After the drill
- ☐ Did not use the ISSP

14) Comments regarding the

ISSP:_____

_____

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures*

- 5
- 4
- 3
- 2
- 1
- n/a

b) Employee performance of emergency duties and procedures*

- 5
- 4
- 3
- 2
- 1
- n/a

c) Emergency team(s) performance of duties*

- 5
- 4
- 3
- 2
- 1
- n/a

d) Accounting For everyone*

- 5
- 4
- 3
- 2
- 1
- n/a

e) Alert system*

- 5
- 4
- 3
- 2
- 1
- n/a

16) Did the School Safety Planning Committee and/or Emergency Team Leads debrief after the drill?*: Yes / No

17) List the top lesson learned from this drill and how it will be addressed:

_____

18) What District training support would improve emergency drills and/or preparedness?:

_____

A drill certificate of completion will be emailed upon submitting this evaluation online. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill logbook for proof of compliance during inspections. Questions can be directed to oem@lausd.net or 213-241-3889.

Biological and Chemical Release Response Checklist

School: _____

Location Code: _____

Location of Release: _____

Name: _____

Position: _____

Date: _____

	Check when complete	Notes
Have unexposed students, staff and others been evacuated from area of contamination?		
Have staff, students, or others who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?		
Have all students and staff been accounted for?		
Has the area of contamination been cordoned off and secured?		
Has the area of contamination been affixed with conspicuous signs reading: “DO NOT ENTER”?		

Have the doors and windows to the area of contamination been closed and locked?		
Have fans and ventilation systems serving the area of contamination been turned off?		
Has the Office of Environmental Health & Safety (Phone # 213-241-3199) been notified?		

8. Appendices

Assessments

Please check the online ISSP for the assessments. They are available in the Planning view as part of Step 2.

LOS ANGELES UNIFIED SCHOOL DISTRICT
INTEGRATED SAFE SCHOOL PLAN
2025-2026
ORCHARD ACADEMIES 2B
6411 ORCHARD AVE
BELL, CA 90201
(323) 826-3900
Generated On: 10/2/2025

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Note: This document provides links to referenced documents, but District personnel should obtain the most recent, official versions of District policies and procedures.

1. Introductory Material

1.1 Signature Page

1.1.1 School Site Council

Los Angeles Unified School District

Integrated Safe School Plan

School: ORCHARD ACADEMIES 2B **Date Generated:** **10/2/2025**

The Integrated Safe School Plan (ISSP) was developed by the School Site Council using the Districtwide template and a collaborative process respectful of representation and input from all stakeholder groups. All required School Site Council members listed below (with an *) must sign the signature page. Upload online only after all members have signed.

Title:	Name:	Signature:	Date Signed:
REQUIRED SCHOOL SITE COUNCIL MEMBERS:			
Principal/Designee*:	SEQUEIRA, WANDA		
Non-teacher School Personnel*:	BRAVO, MARICELA		
Non-teacher School Personnel:			
Teacher*:	HOUGH, MARCUS		
Teacher*:	MARTINEZ, JACQUELINE		
Teacher*:	REINA, KARLA		
Teacher:			
Parent (of an attending student) or Other			
School Community Member*:	Raul Lara		
Parent (of an attending student) or Other			
School Community Member			
(required for elementary):	Lizbeth Velediaz		
Parent (of an attending student) or Other			
School Community Member			
(required for elementary):	Zoila Uribe		
Parent (of an attending student) or Other			

1. Introductory Material

School Community Member (required for elementary):			
Parent (of an attending student) or Other School Community Member (required for elementary):			
Parent (of an attending student) or Other School Community Member:			
Secondary only - Student (attending the school):	Genesis Lucero		
Secondary only - Student (attending the school):			
Additional Member:			
Additional Member:			
Additional Member:			
Charter School Principal/Designee:	PRADO, ARTURO		

NOTE: The completed signature page should replace this document

1. Introductory Material

1.1.2 School Safety Planning Committee

Los Angeles Unified School District

Integrated Safe School Plan

School: ORCHARD ACADEMIES 2B **Date Generated:** **10/2/2025**

The Integrated Safe School Plan (ISSP) was developed by the School Safety Planning Committee using the Districtwide template and a collaborative process respectful of representation and input from all stakeholder groups. All required School Safety Planning Committee members listed below (with an *) must sign the signature page. Upload online only after all members have signed.

Title:	Name:	Signature:	Date Signed:
REQUIRED SCHOOL SAFETY PLANNING COMMITTEE MEMBERS:			
Principal/Designee*:	SEQUEIRA, WANDA		
UTLA Representative*:	DRUGGE, BRETT		
Classified Representative*:	DEHUMA TRIANA, PATRICIA		
Student (Secondary)			
Representative:	Genesis Lucero		
Parent (of an attending student)			
Representative*:	Raul Lara		
Law Enforcement			
Los Angeles School Police:			
Or			
LAPD/LA County Sheriff/			
Local Jurisdiction Agency*:			
Charter School Principal/Designee:	PRADO, ARTURO		

NOTE: The completed signature page should replace this document.

1. Introductory Material

1.2 Record of Changes

Change Number	Date of Change	Name	Summary of Change

1.3 Overview

National preparedness efforts, including planning, are informed by Presidential Policy Directive (PPD) 8, which was signed by the President in March 2011 and describes the nation's approach to preparedness. This directive represents an evolution in our collective understanding of national preparedness, based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

PPD-8 defines preparedness around five mission areas: Prevention, Protection, Mitigation, Response, and Recovery.

Prevention means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident. Prevention is the action schools take to prevent a threatened or actual incident from occurring.

Protection means the capabilities to secure schools against acts of violence and manmade or natural disasters. Protection focuses on ongoing actions that protect students, teachers, staff, visitors, networks, and property from a threat or hazard and the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.

Mitigation means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency and reducing the likelihood that threats and hazards will happen.

Response means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way; establish a safe and secure environment; save lives and property; and facilitate the transition to recovery.

Recovery means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

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Recovery planning begins at the preparedness phase of crisis response. The effectiveness of recovery efforts depends on pre-planning and developing partnerships with community agencies that can provide follow-up services as needed. Recovery entails planning for the structural, business/fiscal, academic, psychological, and physical needs of the school community. The goal of social-emotional recovery is to promote coping and resiliency for students, staff, and parents/guardians.

The ongoing recovery phase is designed to assist students, staff, and their families in the healing process and to restore educational operations in school. As the initial effects of a crisis subsides, it is important for the School Site Crisis Team to continue to assess the ongoing effects of the crisis and modify the plan accordingly.

There are short-term and long-term recovery activities to consider in the aftermath of a crisis situation. In the short-term (days to weeks), the school may focus on restoring regular school functions and routines as efficiently and promptly as possible. In the long-term (weeks to months), the school may focus on individuals who require more intensive services and on systemic changes to restore the school's safe and healthy learning environment.

Access BUL-5800 Crisis Preparedness, Response and Recovery for more information.

California law requires that schools develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process and that all school staff be trained on said plan. To assist schools in complying with these requirements, the LAUSD developed the Integrated Safe School Plan as a template for preparing emergency procedures for each LAUSD school. Emergency management teams and procedures outlined in this plan are consistent with the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures using Incident Command System (ICS) principles to prepare for, and respond to school emergencies.

1.4 Goals

As part of the planning process, each LAUSD school reviews school-specific data and identifies several goals for the school year. This year's Integrated Safe School Plan goals are:

People and Programs Goal #1: By June 2026, students that agree or strongly agree with the following statement: "Kids at this school are kind to each other" will increase 5%, from 26% to 29%, as measured by the School Experience Survey.

People and Programs Goal #2: By June 2026, we will reduce chronic absenteeism from 27% to 21% by fostering school pride through community-building events and by creating a welcoming environment led by our PSA Counselor in collaboration with all staff.

Threat / Hazard: Active Shooter / Gunfire

Threat / Hazard Goal: As a school site we will practice a shelter in place/lockdown drill to ensure that students and staff know what to do in case of a threat or emergency.

Emergency Function: Lockdown

Emergency Goal: As a school site we will have an "Lockdown" drill at a minimum of every other month.

1.5 Plan Organization and Concept of Operations

The effective management of emergencies requires both adequate emergency preparedness and emergency response capabilities. This plan is a critical resource to support schools with reaching such adequacy. In order to provide robust emergency and other safety protocols for schools, the District's Office of Emergency Management facilitates an annual, comprehensive review process of all ISSP components, including the online platform contents, in collaboration with over 20 District offices. Staff from these offices review and update the content of the plan, which is also informed by the CA. Education Code and District policy. As needed, new sections of the plan are introduced to ensure greater relevance and comprehensiveness. After all recommended updates are implemented and new programming components are tested, the revised template is provided through the online platform to schools. Each school then updates and creates their specific plan before the October 1 submission deadline every year.

This plan is organized into eight sections:

- Sections 1-2 give a plan overview and cover the mitigation and prevention activities that schools can implement before an emergency.
- Sections 3-4 focus on emergency preparedness, identify the school's emergency response teams, and define the roles and responsibilities of team members.
- Sections 5-6 present laws and other guidance for determining the nature and extent of an emergency, as well as a series of initial response actions to be taken in an emergency.
- Section 7 describes the detailed emergency response procedures that will be used for the many types of emergencies that may be encountered in a school setting.
- Section 8 provides a series of appendices of supplemental emergency information, including contact information and supply lists. Standard forms, site maps and other supporting information are also contained in the appendices.

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2. Plan Development

2.1 School Site Council and School Safety Planning Committee

LAUSD recognizes that everyone, from the administration and staff to the parents and the community, has a role in helping schools create safe environments. The template for the Integrated Safe School Plan is reviewed and updated annually by the District with input from subject matter experts. For all schools receiving Title I funds, the School Site Council (SSC) shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school (CA E.C. § 32281) and its composition must comply with CA E.C. § 65000. For all schools not receiving Title I funds, the School Safety Planning Committee will develop the ISSP.

For all schools receiving Title I funds, the SSC may delegate this responsibility to the School Safety Planning Committee made up of members as outlined below (CA E.C. § 32281). This SSC delegation should take place yearly in the spring semester prior to the fall ISSP development. The school should retain the meeting minutes, agenda, and meeting sign-in and/or Zoom usage report indicating that this action was taken by the SSC in the spring semester. If the SSC delegates this responsibility or this school does not receive Title I funds, the School Safety Planning Committee is responsible for writing, implementing, monitoring, and evaluating the comprehensive, integrated plan based on the District template and unique to the school's safety needs. If the authority is not delegated to the School Safety Planning Committee, then the SSC shall develop the ISSP in the fall by October 1.

The School Safety Planning Committee, if the SSC delegates to this body or this school does not receive Title I funds, or the School Site Council should present the updated ISSP at a public meeting at the school site and include discussion and space on the agenda for the public to offer comments (CA E.C. § 32288). At schools receiving Title I funding, the School Safety Planning Committee, if the SSC delegates to this body, should also present the ISSP to the SSC by December. Approval from the SSC is not necessary since the ISSP is a pre-approved District template and the SSC delegated authority to the School Safety Planning Committee. The School Safety Planning Committee, or SSC if the committee does not exist, should notify, in writing, the following persons and entities, if available, of the public meeting to be held to review the updated ISSP: local officials; representative of the local school employee organization; representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs; representative of each teacher organization at the school site; representative of the student body government; and all persons who have indicated they want to be notified (CA E.C. § 32288). **Note that the District will fulfill the requirement on behalf of all schools of notifying the local mayor.**

The uploaded document should include a dated meeting agenda and supporting documents and communications. The District shares the school’s ISSP with local first responder agencies as

per CA E.C. § 32281 and the school should make every effort to engage local first responders in preparedness and other activities that enhance emergency response.

District employees must be aware of and comply with District, state, and federal safety policies.

Schools will complete **one** of the two below tables, SSC or School Safety Planning Committee, to identify the members who developed the ISSP.

School Site Council (SSC)- Only applies to schools receiving Title I funds and whose SSC did not delegate authority to the School Safety Planning Committee

Note: The composition of the SSC must comply with CA E.C. § 65000. If necessary, please add fields for School Site Council members based on the composition of your School Site Council for this year.

Title	Name
Principal/Designee*	SEQUEIRA, WANDA
Non-teacher school personnel*	BRAVO, MARICELA
Non-teacher school personnel	
Teacher*	HOUGH, MARCUS
Teacher*	MARTINEZ, JACQUELINE
Teacher*	REINA, KARLA
Teacher	
Parent (of an attending student) or Other School Community Member*	Raul Lara
Parent (of an attending student) or Other School Community Member (required for elementary)	Lizbeth Velediaz
Parent (of an attending student) or Other School Community Member (required for elementary)	Zoila Uribe
Parent (of an attending student) or Other School Community Member (required for elementary)	
Parent (of an attending student) or Other School Community Member	

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2. Plan Development

(required for elementary)	
Parent (of an attending student) or Other School Community Member	
Secondary only: Student (attending the school)	Genesis Lucero
Secondary only: Student (attending the school)	
Additional Member Position:	
Additional Member Position:	
Additional member Position:	
Charter School Principal/Designee	PRADO, ARTURO

OR

School Safety Planning Committee Required Team Members
Date Action/Vote Was Taken by SSC to Delegate Authority (only applies to schools receiving Title I funds and whose SSC delegated authority to the School Safety Planning Committee):

Title	Name
Principal/Designee	SEQUEIRA, WANDA
UTLA Chapter Chair	DRUGGE, BRETT
Classified Representative	DEHUMA TRIANA, PATRICIA
Student (secondary) Representative	Genesis Lucero
Parent (of an attending student) Representative	Raul Lara
Los Angeles School Police *-OR-*	
LAPD/LA County Sheriff/Local Jurisdictional	

2. Plan Development

Agency	
School Safety Planning Committee Chair	
Charter School Principal/Designee	PRADO, ARTURO

School Safety Planning Committee Suggested Team Members

Title	Name
Teacher	
Dean	CHAVEZ, MANUEL
Cafeteria Manager	ARCIGA, MARTINA
Plant Manager	ESCARZAGA, JAIME
School Psychologist	HUFFMAN, SHEA
Counselor	ACOSTA, RICARDO
Title IX Designee	KONTOLEFAS, CHRISTINA
Physical Education Teacher	HOUGH, MARCUS
Nurse	MIRANDA, JESSICA
Health Education Teacher	
PSW	GOMEZ VASQUEZ, YAJAIRA
Parent Center Director	GALINDO, LESLI
PSA	CORONADO, SILVIA
Athletic Coach	
Other	
Other	
Other	
Other	

2.2 Mitigation and Preparation

To effectively prepare for emergencies, a series of assessments are presented in this section regarding mitigation and preparation.

2.3 School Safety Planning Committee/School Site Council Checklist

The principal should ensure the following:

- ☐ If the School Site Council delegates to the School Safety Planning Committee, this committee is established and contains a broad representation of all stakeholder groups (students, parents, staff, and community).
- ☐ Schedule and publish the meeting dates for School Safety Planning Committee or the School Site Council.
- ☐ Send out a survey to staff to ascertain who has the training, skills, interest, and aptitude for each assignment in the Integrated Safe School Plan. Access lausd.org/ISSP and check the "Resources" section for the School Emergency Team Skills Survey.
- ☐ Assign staff to emergency roles in the Integrated Safe School Plan (ISSP) based on the results of the survey, recommendations from the School Safety Planning Committee or School Site Council if the SSC did not delegate ISSP authority, and consultation with the principal.
- ☐ If practical, the School Safety Planning Committee, or School Site Council if the SSC did not delegate ISSP authority, consults, cooperates and coordinates with other school site councils or school safety planning committees (CA E.C. § 32282).
- ☐ Prior to adoption, the revised ISSP is reviewed and discussed by the School Safety Planning Committee or School Site Council if the SSC did not delegate ISSP authority, and the administrative staff.
- ☐ A current copy of the ISSP (redacting sensitive information such as all school maps) is available for public review in the Main Office (CA E.C. § 32282). To maintain confidentiality and integrity of the ISSP, copies are not provided to the public or posted online. Additional copies are in the emergency bin and School Emergency Response Box (SERB). (See Subsection 3.17 Emergency Supplies and Equipment for some details regarding the SERB.)
- ☐ Staff members are made aware of how to access the Integrated Safe School Plan online (http://issp.lausd.net), their emergency roles in the plan, and how to print it.
- ☐ All employees are reminded of their role and responsibilities as disaster service workers. (See Section 5.)
- ☐ Verification of the ISSP public meeting is on file at the school, is uploaded into the online ISSP, and includes the meeting announcement, meeting agenda reflecting space for the public to offer comments, and sign-in sheet.
- ☐ The ISSP is evaluated and amended as needed by the School Safety Planning Committee, or School Site Council if the SSC did not delegate ISSP authority, no less than once a year to ensure that the comprehensive school safety plan is properly implemented [CA E.C. §

32282].

- [ ] Check all emergency supplies in the emergency bin, Health Office, classrooms, and School Emergency Response Box. Check for expired or obsolete supplies. Order replacement supplies from the LAUSD Stores Warehouse. Note that each year you will need to certify through the online Administrator Certification process (as described in the current version of MEM-6128.13 Administrator Certification Online System 2023-2024 for School Sites and Offices) that the school's emergency bin is stocked in adequate amounts, organized, in good working order, and within applicable expiration guidelines.
- [ ] Establish a Continuity of Service Plan (also known as a Continuity of Operations Plan). Which functions are essential? Which functions must be conducted on site? Who will replace critical staff if they are absent for a prolonged period of time? Make sure the replacement staff has keys and job descriptions for their new duties. For the school continuity plan template, see the Office of Emergency Management web site: Essential Functions for Continuity of Service at School.
- [ ] Check all school radios and contact the ITD Radio Unit at (323) 224-2411 with any functionality issues. Visit https://www.lausd.org/radiounit for additional radio information.
- [ ] Have faculty identify their neighboring classroom "buddy" to mutually check on during an evacuation. Create a list to make sure no one is omitted.
- [ ] Create/update the staff cell phone contact list and add it to the ISSP appendices.
- [ ] Check your school's emergency contact phone list of District offices and support personnel to make sure it is current and accurate, supplementing the Emergency Contacts appendix and the Additional Contacts data in Step 4 of the online ISSP.
- [ ] Schedule all emergency drills on the school's master calendar, checking the drill calendar at 2025-26 SY Emergency Drill Calendar.
- [ ] Ensure that the school's emergency response box contains current and accurate information.
- [ ] Review the school's emergency response procedures with clerical, custodial, and support staff. Make sure they are prepared, understand their roles and have the supplies they need.
- [ ] Review the school's emergency response procedures with Beyond the Bell, L.A.'s Best, Youth Services, and any other before or after-school staff. Make sure they are prepared and know how to respond to an emergency. Make sure they have access to any and all emergency supplies. Print copies of the ISSP and all contact lists for them.
- [ ] Direct staff to https://www.lausd.org/steps for online emergency training information. Administrators can also use the STEPS website to access online Emergency Management classes from Federal Emergency Management Agency (FEMA).
- [ ] Conduct a Vulnerability Assessment using the template provided on the Office of Emergency Management website. Take STEPS class 406, "Conducting a Vulnerability

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Assessment," to learn more.

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2.4 Plant Inspections

Plant inspections are critical to ensuring that all schools are clean, secured, all paths of egress are open and well-lit and are essential to the safety and well-being of all students and employees of the Los Angeles Unified School District.

Plant Inspections

- ☐ Walk-through will be performed on a biannual basis by the principal and plant manager to identify any unsafe conditions.
- ☐ Emergency routes and paths of travel used to and from assembly areas shall be inspected for ADA compliance.
- ☐ Within a month of the start of the new school year, the School Safety Planning Committee will review the walk-through. A timeline for completion of necessary corrections will be reviewed and assessed monthly.
- ☐ ESCARZAGA, JAIME will be responsible for inspecting the campus regularly for the following conditions:
    - All non-structural hazards in classrooms and other sites where students are served. These hazards may include: improper chemical storage; unsecured objects on high shelves; trees or shrubs that require pruning; trip hazards; exposed nails, screws or bolts; equipment in need of repair, or any other condition that could constitute a hazard (See the Common Safety Violations in School Classrooms guide).
    - Damaged fencing.
    - Playground facilities and equipment hazards.
    - Non-functioning lighting fixtures and burnt-out bulbs.
    - Non-functioning heating and ventilation.

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2.5 Hazards in the Community – Vulnerability Assessment

An LAUSD Vulnerability Assessment for schools to self-evaluate hazards on and off-campus is available to schools on the Administrators Corner of the OEM website and is designed to be completed by the School Safety Planning Committee or School Site Council if the SSC did not delegate ISSP authority. Completing this assessment provides additional information that will help the committee create a robust and informed Integrated Safe School Plan.

School administration should be aware of potential environmental concerns in the community that can impact the school during an emergency. For example, knowing the location of a nearby facility that uses toxic chemicals will assist in planning evacuation routes. The LAUSD Office of Environmental Health and Safety (OEHS) periodically conducts surveys to identify potential environmental concerns near schools. Site Administrators can access school specific surveys here. Maps are currently being created to identify where the hazards are located in relation to the school campus. The maps will be uploaded as they are completed. To search for a school's survey, click the "Select a School" button below and type the school name in the search box or select the school from the drop-down list. Note potential environmental concerns near the campus, include:

- Facilities containing toxic chemicals or radioactive materials
- High voltage power lines and transformers
- Transportation routes of vehicles carrying hazardous materials (truck routes or railroad right–of–way)
- Underground gas or oil pipelines
    - Schools with pipelines may also be notified by the pipeline operator who can provide additional guidance and safety measures.
- Water towers or tanks
- Unique site-specific considerations

Site administrators can meet with an LASPD officer and walk the neighborhood to be familiar with potential hazards in the community that could impact the school. These findings can be recorded on Form A - Emergency Hazard Assessment Summary.

Site administrators should visit the CalEPA website and insert the address of their school to see a list of environmentally regulated sites and facilities near their campus. The website provides an overview of regulated activities of environmental programs in California. These activities include hazardous materials and waste, state, and federal cleanups, impacted ground and surface waters, and toxic materials. Site administrators should print out the map of their school community that shows the exact location of these facilities. These sites may also be listed on OEHS' potential environmental concerns survey under CalEPA Regulated Sites of Concern within 500 ft (see above).

The map should be retained with the Integrated Safe School Plan and be a reference during emergencies and evacuations.

Federal Emergency Management Agency (FEMA) offers a comprehensive, multiple-natural hazard-based, community-level risk index which is searchable by neighborhood. Coastal flooding, earthquake, hail, heat wave, landslide, lightning, strong wind, tsunami, and wildfire are among the 18 natural hazards included.

The database can be accessed here. This index takes into consideration the risk level of experiencing the natural hazards; population vulnerability based on factors such as, age, income and living conditions cross-referenced with available community resources such as, hospitals and fire stations; and historical data on natural disasters.

2.6 Preparation and Mitigation for Students with Disabilities

Additional information is available in the MyPLN STEPS courses 210 and 410.

Addressing Concerns: As per CA E. C. § 32282, after review by a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil, any concern about appropriate adaptations and a pupil's ability to access disaster safety procedures described in this plan should be directed to the school principal.

Procedures are outlined in Attachment A of REF-5511 Completing and Updating the Integrated Safe School Plan.

School staff members need to be aware of adaptations/accommodations for students with whom they work. Schools are required to establish adaptations/accommodations for students and employees with disabilities to ensure safety and implementation of any necessary documentation during any emergency (CA E. C. § 32282). In collaboration with appropriate staff, the School Safety Planning Committee or School Site Council, if the SSC did not delegate ISSP authority, should consider what additional steps and resources the school will use for students and adults with access and functional needs, disabilities, and other special needs. All emergency planning and preparation must consider the requirements of students with disabilities and other specific needs. Some students may need additional assistance during an emergency. It is crucial to prepare for the needs of these students and provide the necessary materials, resources, and personnel. Specific needs can be categorized into several, general groups:

- Mobility
- Visual
- Hearing
- Communication
- Cognitive
- Special Healthcare Needs
- Behavioral

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The needs of students must be analyzed to accommodate student needs during emergencies, including procedures for emergency notification, evacuation, and sheltering.

Employees who will assist students with disabilities need to be identified before the emergency, and practice techniques for assisting these students. Staff will need to understand the capabilities and limitations of the population that they support during emergency situations. They should rehearse their role at every emergency drill so that they and the student they assist will have familiarity with the process. Participating in all emergency drills enables the students with disabilities and the employees who assist them to become familiar with one another and address any concerns before an emergency occurs.

An administrator/designee shall be identified as the primary contact for ensuring adaptations for students and others on campus with disabilities are considered throughout the ongoing development of the plan. FLORES, ANGELICA This administrator and an alternate comprise the Access and Functional Needs Position (see Section 3.6).

Identification of Students with Disabilities

The School Safety Planning Committee or the School Site Council, if the SSC did not delegate ISSP authority, and other stakeholders should compile a list of students with specific needs. The list should include students with temporary physical challenges as well as students with injuries or needs that may not qualify for special education services, but who will need additional assistance during or immediately after an emergency. Knowing the most fragile and dependent members of the school population will allow the school to prepare for the challenges and be successful during an emergency.

Information about students with disabilities who need adaptations or accommodations for disaster procedures can be gathered from many sources, including:

- School Nurse/Health Care Assistants
- Parents
- Teachers/Related Service Providers
- Paraprofessionals
- Special Education Personnel
- LRE Counselors
- Students
- 504 Plans
- 504 Designees
- Counselors
- Meeting Documents/Data [e.g., Student Success Progress Team (SSPT), Interim Behavior Response Plan (IBRP), Safety Plan]

The list of students with disabilities who need accommodations or adaptations for disaster procedures can be entered in the "Alerts" module (under the student's Record Navigator) of the Welligent system that stores LAUSD student medical condition information. Specific

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equipment and supplies needed to care for each student should be listed there as well. Periodically, the site administrator can print out an updated list. Details on using the “Alerts” module in Welligent are in the online MyPLN course STEPS.

The Administrator/Designee for Access and Functional Needs should ensure that all students who have specific emergency needs have been identified and that the list of these students and their needs are available in the School Emergency Response Box (see REF-5450 School Emergency Response Boxes). Before an emergency occurs, this list should be shared with the Operations Section Lead, who oversees the Search and Rescue Teams and the Triage Teams. Both teams need to know the names and adaptations/accommodations in place for these students, as it directly impacts the response actions of those teams. This information should be shared with the Logistics Section Lead to ensure that needed supplies are available (e.g., diapers, wheelchair, specialized equipment). The Logistics Section should also be aware of the approximate number of individuals with adaptations/accommodations for disaster procedures, in the event that they need to order resources (e.g., buses). The following items should be stored in the School Emergency Response Box in folders marked “Confidential”:

- Class schedules for students with disabilities who have adaptations/accommodations for disaster procedures, so that Search and Rescue Teams will know where to look for students.
- Emergency contact information for each identified student.
- Welligent (Student Face Sheet) printouts for students with disabilities who have adaptations/accommodations for disaster procedures who may require special or additional support from the Search and Rescue and Triage Teams.

The leaders of the Search and Rescue Teams, Triage Team, and the Logistics Team should know where to get copies of these items during an emergency so that their sections can adequately address the needs of students with specific emergency needs.

Emergency Notification for Students with Disabilities with Adaptations/Accommodations for Disaster Procedures

Administration must ensure that emergency notification systems at the school site are functional for all students in all locations on campus. Conduct regular emergency drills that incorporate emergency notification systems, such as the fire alarm system and PA system, into all emergency drills to test the system and identify any non-functional elements. Drilling with the school’s emergency notification systems also creates familiarity with the sounds and lights associated with emergencies for students with disabilities who have adaptations/accommodations for disaster procedure. Supplemental online alarm systems training courses STEPS 411 and 418 are offered through MyPLN.

The Administrator/Designee for Access and Functional Needs should ensure the following are in place:

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- All students are familiar with the sound of emergency alert systems, as well as the location of alarms and lights.
- All students, including students with communication challenges, are aware of the procedures used to report an emergency.
- All students, as appropriate for their age and ability, know the emergency actions to take associated with each emergency alert system or emergency PA announcement.
- Appropriate alternate emergency notification systems should be in place for students who cannot hear, including alternatives to emergency PA announcements (such as a lockdown).

Administration should make sure that all alarm systems, PA systems, and telephone systems are functional as part of the regular campus inspection process. Back-up plans, such as a cell phone list, should note individuals with adaptations/accommodations for disaster procedures.

Evacuation Concerns for Students with Adaptations/Accommodations for Disaster Procedures

As part of their planning process, schools will need to consider how they will assist students who cannot evacuate the building on their own, including students who cannot walk down a flight of stairs. In almost all situations, students can be assisted with a special evacuation device or carried down by two to four adults on the Search and Rescue Team. All multiple-story schools have been trained on how to operate an Evac+ Chair and have at least one device on campus. If you need additional support, contact the Office of Emergency Management at oem@lausd.net. Rescue technique training is available online through MyPLN course STEPS 210.

On an ordinary school day, students with mobility issues attend classes on the upper floors of buildings and use the elevator to travel from one floor to another. If there is an emergency that includes a power failure or activation of the fire alarm system, the elevator will not function, and these students will need assistance getting to the ground floor. These students will also need assistance after an earthquake, as elevators should not be used. In addition, disaster debris or damage may be disorienting to others who normally use the stairs, such as students who are blind or have visual impairments. Relocating students from upstairs classrooms with significant evacuation challenges to the ground floor should be considered for student safety.

Teachers are to use the ‘buddy system’ during evacuation, so that one teacher can take two or more classes to the Assembly Area, while the second teacher or designated adult assists or waits with students who cannot evacuate on their own.

During an emergency, Search and Rescue Teams may need to rescue students who are trapped and cannot evacuate the building on their own accord. As they search buildings, the Search and Rescue Teams need to check for any students who cannot walk down a flight of stairs.

To make sure that these students, identified assistants, and Search and Rescue Team members are familiar with each other, all students must take part in campus emergency drills. It will only be through practice that team members become familiar with the students and will be able to

implement adaptations/accommodations for disaster procedures. Drills should also pose a variety of challenges to practice, such as blocked stairways and compromised access to direct exits, so that students and staff learn alternate routes to the Assembly Area. Information is available in the REF-5803 Emergency Procedures, Drills and Districtwide Exercises.

All students with disabilities who have adaptations/accommodations for disaster procedures must be identified and know:

- Their accessible evacuation routes (to the Assembly Area, as well as off-site)
- What route they will take for both building evacuation (to the On-Site Assembly Area) and Off-Site relocation
- For building evacuation to the On-Site Assembly Area, alternate routes can be established to ensure accessible, safe, and efficient evacuation for individuals with access and functional needs (Note that all students/staff should use the same route, which should be accessible to all, for off-site relocation.)
- Who will assist them during an emergency
- How they will be assisted/rescued during an emergency
- Where students should wait, only if necessary and if there is a designated location
- What equipment will be used (e.g., Rescue-Seat, Evac+ Chair)
- Where assistive evacuation equipment is kept

All staff members responsible for assisting students during evacuations should be familiar with the evacuation buddy system and applicable assistive rescue devices and techniques.

A critical part of daily campus inspections is making sure that all access to the Assembly Area is open. All doors and exits should be open and work the way they were designed. Paved surfaces should be free of any obstruction. Blockages that are easily maneuvered by many can become overwhelming impediments to people with mobility challenges. All routes should be inspected to make sure they will service everyone on campus. This is especially true around construction sites, holiday decorations, and inclement weather.

Any person using a wheelchair who can travel without additional assistance proceeds directly to the school site Assembly Area. This school's specific plans for evacuation assistance includes:

Emergency chairs available

Preparing to Shelter and Care for Students with Disabilities Who Have Adaptations/Accommodations for Disaster Procedures

Once students with disabilities with related accommodations have been evacuated from the building, schools should take steps to maintain their physical and emotional safety until they can be reunited with a custodial adult.

Before an emergency, identify what specific supplies or materials are needed to provide ongoing care for students with healthcare needs. The greater the student's needs, the more supplies that may need to be stored for emergency use.

School staff can create a backpack “go kit” with the necessary supplies and tag it with the student’s name. The backpack should contain all materials needed to support that student, as well as any documentation that may be needed by first responders or outside support agencies such as paramedics or hospitals. The bag can be stored in the classroom with the teacher or in the emergency bin if none of the supplies can be damaged by heat. Whenever the students evacuate the building, classroom employees must bring the backpacks with them. The school’s specific plans for disaster assistance for students with specific needs includes:

NA

For more tips and information on supporting students with access and functional needs, access LAUSD Emergency Preparedness for Students with Disabilities Tips and Checklist.

2.7 Public Disaster Shelters

Public disaster shelters are managed by the American Red Cross (Red Cross), and all shelter operations are coordinated through the Office of Emergency Management (OEM) in adherence to pre-established agreements. Any requests from the Red Cross for shelters should be directed to OEM at 213-241-3889 or the LASPD Watch Command at 213-625-6631 prior to any agreement being made to use a school as a shelter. More information is available in BUL-6084 LAUSD Use of School Facilities in an Emergency or Disaster Situation.

2.8 Assessments

The school ensures that appropriate stakeholders participate in the annual self-assessment process.

Twelve self-assessments are completed online as part of Step 2 of the Integrated Safe School Plan process. They contain critical elements of safe and healthy school planning that must be completed for compliance with federal law, state law, and District policy and procedures. Results can be used to further facilitate the development of the school’s ISSP and enhance overall health and safety at the school.

The most successful assessments are conducted by a broad array of individuals at a school, including support staff and first responders. Students and parents, including students and parents with disabilities, or access and functional needs, should be included to the maximum extent appropriate. These individuals will reflect on the school’s practices, progress and challenges based on the prior year’s data to complete the assessments.

2.8.1 Health and Nutrition

Health services are provided by a school nurse to meet the health needs of students consistent with applicable state and federal laws. The school ensures access to medications, special diets, treatments, and emergency care consistent with law and District policy.

Responding to an Individual Experiencing a Sudden Cardiac Arrest or a Similar Life-Threatening Medical Emergency While on School Grounds

2. Plan Development

Sudden Cardiac Arrest (SCA) is the sudden, unexpected loss of heart function, breathing, and consciousness. SCA usually results from an electrical disturbance in the heart that disrupts its pumping action, stopping blood flow to the rest of the body. SCA is a medical emergency. If not treated immediately, it causes sudden cardiac death. The treatment of SCA is an immediate shock to the heart using an Automated External Defibrillator (AED) that may stop the fatal rhythm and allo'w a normal heart rhythm to return, along with the performance of cardio-pulmonary resuscitation (CPR). And as with any other serious injury or illness where life-threatening situations are suspected:

- Phone 9-1-1
- Notify the school administrator, school nurse, and the parent/legal guardian

If there is an interest to take an American Heart Association CPR/AED and/or First Aid course to become certified, click on the link below for more information and registration.

Acquisition and Use of an Automated External Defibrillator (AED)

For more details, access BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs).

The CA Health and Safety Code § 1797.196 (c) states when an AED is placed in a public or private K-12 school, the principal shall ensure that the school administrators and staff annually receive information that describes sudden cardiac arrest, the school's emergency response plan, and the proper use of the AED. The principal shall also ensure that instructions, in no less than 14-point type, on how to use the AED are posted next to every AED. The principal shall, at least annually, notify school employees as to the location of all AED units on campus.

CA E.C. § 35179.6 (b) states commencing July 1, 2019, if a school district or charter school elect to offer any interscholastic athletic program, the school district or the charter school shall acquire at least one AED for each school within the school district or the charter school. The school district or the charter school is encouraged to ensure that the AED or AEDs are available for the purpose of rendering emergency care or treatment within a recommended three to five minutes of sudden cardiac arrest to pupils, spectators, and any other individuals in attendance at the athletic programs on campus activities or events and shall ensure that the AED or AEDs are available to athletic trainers and coaches and authorized persons at these activities or events.

Responsibilities of the Administrator:

As described in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs).

- Ensure that all school staff annually receive information on the following:

  - The school's CPR/AED Emergency Response Site Plan and AEDs' Placement, (the device's physical location on campus or in administrative office); and that the Site Plans are completed each year by October 15 (Attachment A).
  - AED Program Tri-Fold Information Pamphlet (Attachment B).
- Ensure that the use instructions and appropriate signage are posted next to every AED. AED signage must be visible with clear instructions that are no less than 14-point type (Attachment C).

Ensure that the following occur:

- Perform equipment maintenance of AEDs' essential supplies batteries and electrode pads, including spare batteries and electrode pads; and first responder kits.
- Complete mandatory readiness check test on each AED assigned to the school or administrative office on the 1st through 10th of every month in District's Vendor platform.
- Monitor AED Wi-Fi connection status and check device expiration dates periodically.
- Report any irregularities, (i.e., chronic malfunction, damage or theft) to the Branch.

Action items above include but are not limited to the following:

a. Report AED maintenance checks on the District-approved online platform via online login (Attachment D) or QR Code Scan (Attachment E).
b. Reorder outdated or damaged AED equipment supplies, as necessary.
c. Allow school site employees the opportunity to obtain CPR/AED certification that complies with the regulations adopted by the California Emergency Medical Services
    a. Authority (EMSA) and standards of the American Heart Association (AHA) or the
    b. American Red Cross (ARC).
d. Designate volunteer emergency site responders as described in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs) and maintain responder training records on the cloud-based device management system (Attachment F) and CPR/AED Emergency Response Site Plan form (Attachment A).
e. Report the AED usage event on the cloud-based device management system and complete both the Incident Report in the Confidential Report of AED Incident Response form (Attachment I) and the Incident System Tracking Accountability Report (iSTAR). Additionally, comply with post-usage event processes from the District-approved vendor.
f. Comply with District-approved Vendor's platform AED post-usage event process; and execute the Branch's AED post-usage event instructions.

Requirements when administering CPR and the use of an AED:

1. Call 911.
2. Call parent/guardian/emergency contacts.

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3. Ensure that the individual who received CPR and the application of the AED is transported in an emergency vehicle to a hospital for further treatment and observation.

Administration of Naloxone (Narcan)/Protocol for Opioid Overdose Treatment

CA E.C. § 49414.3 authorizes school districts to:

- Provide emergency naloxone or another opioid antagonist to school nurses or trained personnel who have volunteered.
- Use naloxone or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering from an opioid overdose.
- Designate one or more volunteers to receive initial and annual refresher training, based on standards regarding the storage and emergency use of naloxone or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon.

Based on this authorization, LAUSD nurses and other designated personnel will have access to and training in the use of naloxone (Narcan). At this time, LAUSD provides staff training through MyPLN with completion certificates filed within each employee's personnel file. Further supplemental training is also conducted by a credentialed school nurse.

Responsibilities of the Administrator:

- Review the information contained in BUL-133120 Administration of Naloxone (Narcan) Nasal Spray.
- Discuss the naloxone nasal spray and reporting policy with employees, and parents/guardians.
- Ensure that school nurses, designated staff, school police (LASPD), local police, and other emergency responders (fire department or LAFD or 911-deployed responders), can access naloxone supply when needed.
- Maintain an annually updated Naloxone (Narcan) Emergency Response Site Plan on the premises where the naloxone nasal spray is stored. This plan shall be accessible to Emergency Personnel, such as school nurses, designated staff, school police (LASPD), local police and other emergency responders (fire department or, 911-deployed responders).
- Ensure confidentiality of all naloxone nasal spray uses and its reports.
- Report all instances of naloxone nasal spray usage by completing an iSTAR.
- Treat the report of naloxone administration as a confidential report for use by LAUSD attorneys and the Office of Risk Management. No copies of the report shall be furnished to anyone including employees, students, or parents without permission from the Office of the General Counsel.
- Ensure proper procedures correlating to the storage, restocking, and emergency use of naloxone nasal spray as an opioid antagonist are being followed.

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- Coordinate with designated staff to keep the naloxone and monthly checklists stored in a secure location.
- All schools must maintain records for seven (7) years.

Requirements when Administering naloxone (Narcan):

1. Call 911.
2. Call parent/guardian/emergency contacts.
3. Ensure that the individual who received naloxone is transported in an emergency vehicle to a hospital for further treatment and observation.

Access to and Administration of Epinephrine

For more details including the administration of epinephrine, please access BUL-114500 Administration of Epinephrine Auto-Injectors.

The CA E.C. § 49414 requires school districts to provide emergency epinephrine auto-injectors to school nurses, or trained personnel who have volunteered, to provide emergency medical aid to persons suffering or reasonably believed to be suffering from an anaphylactic reaction. The intent is to protect not only persons with previously diagnosed allergies, but also persons who do not know they are allergic and who therefore may not have been prescribed epinephrine. In addition, Section 49414 requires a school district, county office of education, or charter school to annually distribute a notice and description of volunteer training.

In the event of a major disaster which requires evacuation, it is recommended that the emergency epinephrine auto-injectors be transported to the First Aid Station and turned over to the designated lead of the First Aid Station.

Food Services

School menus, Café-LA programs, and other pertinent food services and nutritional information can be found on the Food Services Division website at https://lausd.org/cafela.

Under California's Universal Meals Program, every school must serve breakfast and lunch daily without exception, including minimum and shortened days. 20-minute meal period for students to access and consume their meals is a state, federal, and School Board requirement. Schools that have an after-school program offer healthy snacks or supper meals provided by the Food Services Division.

For more information, access Board Resolution "Improving Food and Nutrition Policy," December 11, 2012.

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2.8.2 Positive Safe School Environment

2.8.2.1 Reporting and Notifications

Suspected Child Abuse and Neglect Reporting Requirements

Administrator Responsibilities:

- Review child abuse reporting policies with all employees twice a year (e.g., beginning of each semester), and assist or designate another administrator to assist employees seeking assistance in meeting their mandated child abuse reporting responsibilities.
- An employee who successfully completes the Child Abuse Awareness Training (CAAT) training will have certified the Employee Acknowledgement, and the supervisor may maintain a file of CAAT training completion certificates but is not required to do so. Additionally, while not mandatory, an administrator may request that employees under their supervision annually sign the Employee Acknowledgement of Suspected Child Abuse Reporting District Policy and Legal Requirements in the BUL-1347 Child Abuse and Neglect Reporting Requirements.
- Ensure all employees are auto enrolled and have completed the annual fall online CAAT and passed the assessment by the September due date of each school year.

Employee Responsibilities:

- Review and pass the online CAAT.
- An employee suspecting child abuse or neglect must file a Suspected Child Abuse Report (SCAR):

  A. If the employee has an emergent (urgent) SCAR to make (e.g., immediate risk of abuse, neglect, or exploitation or that the child is in imminent danger of harm or death), the employee must: (1) telephone report immediately or as soon as practically possible to a child protective agency; and (2) file a written report with the same agency within 36 hours of receiving the incident information.

  B. If the employee has a non-emergent (urgent) SCAR to make (e.g., non-life threatening and non-emergency), the employee has an option to report to the Department of Children and Family Services (DCFS) by immediately or as soon as practically possible using the one-step online Child Abuse Reporting Electronic System (CARES) offered by the DCFS: https://reportchildabusela.org.
- The employee reporting suspected child abuse should not attempt to verify the suspicion or prove that abuse or neglect has occurred.
- Investigation (questioning witnesses, obtaining written statements), notification (family, alleged perpetrator), counseling, and family intervention are the responsibilities of the child protective agency.

The employee must know the requirements to report known or suspected instances of child abuse and neglect and comply with such requirements. The employee must view the CAAT

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training, pass the CAAT assessment, and get their-training completion certificate. Summary guidelines for Child Abuse and Neglect Reporting:

- Reportable victims include persons under the age of 18.
- Child abuse includes physical abuse, sexual abuse, neglect, willful cruelty, unjustifiable punishment, life endangerment, mental suffering, and emotional abuse.
- If a District employee reasonably suspects child abuse or neglect, a report must be made immediately or as soon as practically possible and should not be delayed until the end of the school day. School procedures may not require the reporter to disclose their identity to school personnel prior to or after making a report.
- A child abuse report should only be made to one child protective agency (e.g., DFCS, law enforcement agency). School Police is not a child protective agency, and reports made to School Police are not a means of complying with the law.
- Child abuse reports are confidential.
- The law enforcement officer or DCFS social worker, who are Child Protective Services Agency representatives for this purpose, who receive a report of suspected child abuse or neglect determine the course of action and have specific legal authority and responsibilities. The official may interview school personnel as part of the investigation and may take the alleged child victim into protective custody.
- Any person mandated by the California Penal Code who fails to report any instance of child abuse, which they know or reasonably suspect to exist, may incur criminal, civil, and/or professional liability.
- No employee mandated under the provisions of the California Penal Code shall be civilly or criminally liable for reporting suspected child abuse or neglect in good faith.

Note: See BUL-2449.0 for reporting procedures for suspected abuse or neglect involving potential victims who are 18 years of age or older and who are dependent upon others for care.

Incident Reporting

Responsibilities of the Administrator:

- Inform all staff of the reporting/notification process.
- Identify and manage the users who have access to the online iSTAR system.
- Report all incidents using the iSTAR System. Reports should be timely and thorough.
- Follow incident reporting procedures in BUL-5269 Incident System Tracking Accountability Report (iSTAR).
- Report incidents also to Region Operations for appropriate follow-up.
- Regularly review incident reports for trends, particularly those incidents involving crimes, to identify and implement prevention strategies.

Incident Reporting Guidelines:

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An iSTAR is to be completed when there is an interruption to the operational and/ or instructional activities, such as but not limited to the following types of incidents:

- Any threat, including explosive device and terrorist threats, to the school, individual student, or staff.
- Student or staff member injured or missing.
- An assault or battery on a staff member.
- Serious infraction by a staff member.
- Any event involving police or fire departments.
- Life-threatening incidents and safety hazards.
- Serious campus disturbances (major fight, demonstration).
- Natural disaster.
- Evacuations, lockdowns, shelter in place actions.
- Utility outage.
- Construction problem preventing access.
- Unplanned media or social media coverage.
- Harassment/discrimination.

The Los Angeles Schools Anonymous Reporting (LASAR)

The Los Angeles Schools Anonymous Reporting (LASAR) mobile app is designed to report non-emergency incidents anonymously. It is available for free download in the Apple and Android app Stores. School community members may report school related incidents involving:

- Threats of planned school attacks/violence
- Drugs
- Mental health crisis/self-harm
- School/Safety threat
- Weapons/Dangerous objects
- Property damage/vandalism
- Suspicious/criminal activity
- Human Trafficking

LASAR is operated by the Los Angeles School Police Department. It is an App for students, parents/legal guardians, and the public to report non-emergency incidents or crimes that may impact school safety. Emergencies or safety concerns that are actively occurring, should be reported to 911 or the Los Angeles School Police Communications Center at (213) 625-6631.

Emergency Alert Mobile App

Designed for District staff to notify LASPD and the site administrator, in real-time, in the event of an active assailant situation on school premises. The app is designed to work only within LA Unified school and office locations and automatically identifies the school/office location when

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the emergency alert is triggered. This app is available for free download in the Apple and Android App Stores.

Notification in Parent-Student Handbook

Responsibilities of the Administrator:

- Discuss the contents of the *Parent-Student Handbook* with all staff members.
- Require that each parent/student return a signed receipt indicating that they have received and read the *Parent-Student Handbook*.
- Implement a school-site system for collecting and maintaining a signed return receipt from each parent/student.

2.8.2.2 Campus Security

Student and Employee Security

Suggested options for perimeter gate access during a Rapid Relocation, as well as Rapid Relocation procedures, are provided in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Also, see Section 6.8 Rapid Relocation of this plan.

Responsibilities of the Administrator:

- Assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted at the school, at an activity sponsored by the school, or on a school bus serving the school. This response includes immediately notifying School Police at (213) 625-6631 or the local law enforcement agency.
- Review the information contained in BUL-5721 Student and Employee Security, with the students and staff at the school.
- Assign custodial personnel to check the campus for loiterers and trespassers, especially restroom areas, when opening and closing the building and grounds.
- Call School Police at (213) 625-6631 when assistance is needed on or adjacent to the campus.
- Develop classroom-to-office emergency communication plans in the event that regular means of communication are unavailable.
- Support the implementation of a neighborhood school-watch program. Request residents to report any unusual activities on campus to the principal during regular business hours and to School Police or the local law enforcement agency during nights, weekends, and holidays.
- Develop strategies to control rumors concerning school or community incidents.
- Support the organization, under the supervision of appropriate school personnel, of a team of volunteer parents, other community residents, and staff members to patrol the campus and the perimeter.

- Enforce dress code that prohibits the wearing of gang apparel or the use of gang-related symbols.
- Consult with School Police, local law enforcement and the School Safety Planning Committee to review crime data for the area surrounding your school. Assess the current status of crime committed on school campuses, at school-related functions, and in the neighborhood surrounding your school (CA E. C. § 32282). A website that maps crime data by address, such as http://www.crimemapping.com, is a very useful tool. The following information can also be reviewed: office referrals, attendance rates/School Attendance Review Board data, suspension/expulsion data, California Healthy Kids Survey, School Plan for Student Achievement, School Experience Survey, local law enforcement juvenile crime data and property damage data.

Responsibilities of Staff:

- Report to the Main Office or other designated office prior to proceeding to assigned classrooms or work areas.
- Lock classroom doors when working alone before or after school hours.
- Establish and maintain a 'buddy system' when working in isolated areas or traveling to and from parking areas at the start and close of school.
- Exercise stringent control of assigned school keys and secure all personal valuables.
- Report any person loitering in or adjacent to parking areas, etc., or sitting in a parked car.
- Instruct students to avoid strangers and provide strategies for avoiding contact with strangers. Utilize the following resources as appropriate: LAUSD crime prevention programs, drug resistance programs, child abuse, and traffic safety bulletins.

Campus Supervision

Responsibilities of the Administrator:

- Maintain a current supervision plan and schedules for supervision staff.
- Provide training regarding campus safety and campus supervision and schedule meetings for campus supervision updates.
- Inform all staff, students, and parents of the campus supervision plan.
- Have custodial personnel check the campus for loiterers and/or trespassers, especially restroom areas when opening and closing the buildings and grounds.
- Review and post at all utilized entrances appropriate signs regarding weapons, visitors, trespassing, loitering, etc.
- Monitor or prohibit student access to cars during school hours.
- Review with campus supervision personnel procedures related to the proper use, maintenance, and security of issued hand-held and base radios. See "REF-6343 School-Based Radio System," or call the Radio Unit at (323) 224-2456.

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- See that the school adheres to the District policy on closed campuses. All exit gates, except the main gate, will be locked after the start of school. Student exit gates will be unlocked prior to dismissal time.

Locked Campus Policy

Responsibilities of the Administrator:

- Assign a school staff member, volunteer parent, or similar, to monitor the main entrance during the school day and assist visitors with signing in and reporting to the Main Office upon entry.
- Assign available school staff to monitor the campus perimeter, known trouble spots, and all building and gate entrances during the school day.
- Inform all students and parents/guardians that schools are closed campuses and that students are not allowed to leave the campus during the school day without the permission of the principal and the parent/guardian.

Visitors to School Campuses

Responsibilities of the Administrator:

- Schools must develop and post a visitor's policy. The policy must not set arbitrary time limits regarding frequency and duration of visits and must be distributed to parents and staff annually.
- Inform parents in advance of the procedures for visiting the school.
- Have all visitors report to the Main Office upon arrival. Visitors must wear a visitor pass and return the pass upon departure.
- Conduct a review to ensure that the appropriate and approved signs are posted regarding visitors, trespassing, loitering, and other requirements at all utilized entrances. Report persons loitering or trespassing on or adjacent to the campus to LASPD.

Administrators have the authority under the California Penal Code, Los Angeles Municipal Code, and the Education Code to report to the appropriate police agency visitors who fail to adhere to the posted "Visitor's Policy."

Responsibilities of the Parents/Visitors:

- All campus visitors must have the consent and approval of the principal/designee within a reasonable period of time after making a request to visit the school.
- Parents have the right to observe in the classroom in which their child is enrolled within a reasonable period of time after making a request.
- Visitors are not to converse with the students, teacher, or instructional aides during the visitation.

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- Visitors are to keep the frequency of classroom observations reasonable (to be determined by the activity being observed).
- Parents do not have the right to willfully interfere with the discipline, order, or conduct in any school classroom or activity with the intent to disrupt, obstruct, or cause substantial disorder in a place where a school employee is required to perform his or her duties.

School Police/Local Law Enforcement

Responsibilities of the Administrator:

- Meet with a School Police Officer or Area Sergeant to share and discuss information related to campus activity and the site's security operations and service needs.
- Review with staff the appropriate notification and protocol for reporting campus crime and incidents.
- Review with staff, on an ongoing basis, procedures related to the proper use and security of issued hand-held and base radios, with the assistance of LASPD, as necessary.
- Alert appropriate law enforcement agencies near school campuses and the respective Region about incidents and events that may have repercussions at other locations.
- Provide to staff safety bulletins and available information regarding incidents or situations that might impact personal safety or the school's education environment.
- Solicit community support to assist with student safety to and from school.
- Provide appropriate law enforcement telephone numbers to area residents and businesses and solicit their support in reporting unusual activities on and around the campus to School Police and the local law enforcement agency during nights, weekends, and holidays.
- If a local law enforcement agency notifies a site administrator with a request to disseminate information pertaining to a sex offender, contact the School Police Watch Commander at (213) 625- 6631 and advise them of the material received. LASPD will serve as the District's liaison with the agency to determine the expectations for the information, distribution, and the scope of the disclosure.

Procedures When Calling for Service from Law Enforcement Agencies:

- Identify yourself and your location. Give callback numbers (office or cell) where you can be reached most easily.
- Summarize the nature of the problem or incident.
- Give the location of the problem incident.
- Request medical assistance, if needed (if not already requested through 911).
- Describe the person or suspect involved: Provide a physical description (gender, ethnicity, age, height, weight, hair color and style, color of eyes, and clothing worn) and

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other known information (i.e., student, staff member, nonstudent, parent, other known or suspected gang affiliation, etc.).
- Describe weapon involved, if any: Type, location (on person, in vehicle, etc.), and manner used (actual use, threat, etc.).
- Describe method of transportation used by person or suspect involved and last known direction of travel. Indicate motor vehicle, motorcycle, bicycle, bus, skateboard, skates, etc., (if motor vehicle, give color, year, make, model, and license plate number) and any other information (i.e., number of passengers in the vehicle).
- Advise School Police if another law enforcement agency has also been contacted.

Responsibilities of the Los Angeles School Police Department (LASPD)

As peace officers, School Police Officers are expected to take appropriate steps to discourage potential law violations and head off potentially threatening situation. Their primary responsibility is to “keep the peace” by protecting students and staff from physical assault and school property from theft and destruction. LASPD officers will be available to support school-site administrators, students, staff, community members, and local agencies to create a safe and secure school learning environment. LASPD will also provide support through the Youth Diversion program to address safety issues and criminal conduct. Safe Passages and other specialized units will work to support LASPD officers assigned to support schools to ensure safety around the campus, enforcing all applicable laws fairly and impartially, and maintaining presence in safe passages areas. Minor violations will be addressed with the “spirit of the law” posture rather than a “letter of the law” posture in enforcement efforts.

School Police Officers will:

- Respond to the school for the protection of pupils and District personnel, the security of District property, and the prevention of theft and malicious mischief to cars and other personal property of school personnel on campus.
- Develop and maintain a positive, professional, and ongoing working relationship with the school-site administrators, students, staff, school community members, and outside local and law enforcement agencies, to address and problem-solve crime and safety issues and to meet the school’s safety objectives and goals as established.
- Follow all procedures consistent with the District-established policies and School Police directives.
- Act in an advisory capacity regarding the need to involve local law enforcement agencies.
- Assist with preparing, evaluating, and updating the Integrated Safe School Plan.
- Serve as a member of the school’s Crisis Team and School Threat Management Team.

Responsibilities of Law Enforcement (School Police/Local Agencies):

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- In instances where law enforcement statutory requirements apply, the appropriate legal decisions are made by the police officer. While in most cases the situations will be obvious, in other less obvious instances, the legal decision will be made by the involved police officer, consistent with current Police Department and District directives and policies and in consultation with an LASPD supervisor.
- A lockdown of the campus is called by either a law enforcement agency or a site administrator to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school. The site administrator terminates the lockdown after consulting with law enforcement.
- Properly identified law enforcement officer are allowed to interview a student “in the presence of the principal or a teacher.”
- Properly identified law enforcement officers may remove a student from a school. Responsibility for parent notification of a student’s removal by law enforcement personnel rests with the school administration. The involved officer is also obligated to make parent notification.
- The difficult task of delivering death notifications to next of kin is the responsibility of law enforcement personnel or the Los Angeles County Coroner’s Office personnel, who have been provided with the training and resources necessary to carry out such notifications. If a death has occurred on campus and a member of the victim’s family arrives at the school prior to being notified of the death by law enforcement, the family member should be escorted to a private comfortable setting until law enforcement personnel arrive. If a member of the victim’s family calls the school prior to notification by law enforcement, they should be asked to come to the school.

Role of Law Enforcement Personnel When a School Becomes a Crime Scene:

- Law Enforcement personnel will establish a crime scene at any time when it is necessary to preserve evidence of a crime, or an investigation of a crime is in progress, including but not limited to: murder, suicide, death due to suspicious circumstances, or for other serious crimes involving students, staff, or others (crimes that include, but not limited to, vandalism, burglary, or arson). Only authorized law enforcement and fire department personnel are allowed inside the designated crime-scene area.
- The first police officer to arrive on scene will have specific duties to perform to ensure the protection of the crime scene and to assure that the crime is investigated properly. Despite the sometimes-chaotic nature that characterizes many crime scenes, the police must be permitted to do their job according to established procedures.
- A police supervisor or police officer will serve as the liaison with the school’s administration.
- The law enforcement officer in charge will determine if and when crisis team members or other support personnel from outside the school can enter the campus to begin their intervention assessments and follow-up activities.

- Once potential witnesses have been identified, it is essential to keep witnesses separate to maintain and preserve the integrity, clarity, and objectivity of each person's account. Therefore, school administrators may be asked to provide multiple locations on campus to isolate witnesses for questioning by law enforcement personnel.

2.8.2.3 Violence Prevention and Interpersonal Relations

Cybersecurity

- As the largest K-12 computing network in the United States, users of the LAUSD computing environment have a responsibility to do all they can to protect themselves, their accounts, the systems they use, and the secure data they deal with.
- Many District employees have regular access to sensitive information, which is protected with multiple layers of security. Employees are the first of these layers to protect District data, but they are also the most vulnerable. Most data breaches start with an attacker exploiting the human nature of employees in various social contexts to gain access to sensitive information. Employees may not realize they are a target and may be unsure how to prevent, identify, or report cybersecurity threats. It is critical to follow all District cybersecurity measures including those referenced in this section.
- The District has implemented an Information Security Training and Awareness (ISTA) program with the purpose of achieving the following strategic goals:

    1. Improve the District's resilience to cybersecurity threats.
    2. Establish a strong security-minded culture and integrate it into day-to-day District operations and decision-making.
    3. Improve compliance with external regulatory and contractual requirements that require mandatory training and awareness (e.g. HIPAA).
    4. Minimize the frequency and impact of security incidents.
- All employees must complete the online annual IT Cyber Security Awareness Training.
- To report a concern about a potential data breach or compromised machine or account to IT Security, employees should call the ITD Helpdesk at (213) 241-5200 or send an email to information.security@lausd.net.

All employees are encouraged to follow Cyber Safety tips on the ITS website: https://www.lausd.org/cybersafety. Additional details regarding the responsible use policy are also available at this site.

Digital Citizenship

Responsibilities of the Administrator:

- Provide staff with professional learning opportunities offered by the Instructional Technology Initiative within the Division of Instruction to deepen digital citizenship knowledge and practices: https://www.lausd.org/digcit

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- Review with staff the following bulletins to understand the implications of digital engagement in creating a safe school environment:
  - BUL-999 Responsible Use Policy for District Computer and Network System
  - BUL-6399 Social Media Policy for Students
  - BUL-5688 Social Media Policy for Employees and Associated Persons
  - Parent/Guardian Publicity Authorization and Release Forms

- Provide parent workshop sessions regarding digital citizenship practices of proactive engagement, safety, and security online: https://www.lausd.org/Page/16676
- Ensure that staff integrate digital citizenship instruction across content areas, leveraging District-adopted digital citizenship curriculum: https://www.lausd.org/Page/16689
- Establish a digital presence with purpose in alignment with District policies to maintain open communication with school community and model promising practices.

Code of Conduct with Students

- Provide a copy of the "Code of Conduct with Students" to each employee and any individual working with students on an annual basis at the beginning of each school year or when the employee reports to the site/work location if the school year has already begun.
- Post the "Code of Conduct with Students" in staff lounges and other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.
- Include the "Code of Conduct with Students" in the location's employee handbook, school's Safe School Plan, and in the substitute folder that is provided to substitute teachers who report to school sites.
- Remind employees/individuals to be mindful of the fine line drawn between being sensitive to and supportive of students' needs and a possible or perceived breach of responsible, ethical behavior.
- Encourage employees/individuals to use good judgment and caution them to avoid the situations indicated in the document.
- Reaffirm with employees and individuals of the duty to protect students and provide a safe and secure learning environment.

Sexual Grooming, Abuse, and Misconduct with Students

- Grooming is the deliberate process by which offenders gradually initiate and maintain sexual relationships with victims in secrecy.
- Over 90% of offenders are a family member or another adult in the victim's circle of trust, including those who work in schools, and who normally and regularly interact with the victim.
- Offenders in schools may be popular with students, admired by colleagues, recognized as valuable members of the school community, and appreciated by parents.

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- The grooming process begins with the offender establishing a bond with their victim by behaviors such as spending time together, sharing secrets, providing gifts, and giving them special attention. Some behaviors may appear to be normal interaction between an adult and a student.
- Grooming that results in sexual conduct with a victim (e.g., sexual abuse, exploitation, and child pornography) is a crime and must be investigated by law enforcement.
- The "Code of Conduct with Students" serves as the District's policy for appropriate and professional interaction with students of all ages. Administrators must take prompt action to address any behavior that violates the Code of Conduct even when not deemed a crime by law enforcement.
- Students can also be suspected of abusing other students.

Administrator Responsibilities:

- Understand and recognize potential grooming behaviors.
- Present sexual grooming awareness training to employees.
- Complete the Administrator Certification page by the designated due date.
- Respond to reports of potential grooming of a student by an employee, a school-related adult, or another student.
- Contact Region Operations immediately after reporting suspected abuse to law enforcement in cases where the accused perpetrator is a District employee, a school-related adult, volunteer, or another student.

Employee Responsibilities:

- Report suspected child abuse as outlined in BUL-1347 Child Abuse and Neglect Reporting Requirements.
- For students over 18 years of age who are considered dependent adults, report suspected dependent/elder adult abuse as outlined in BUL-2449 Dependent/Elder Adult Abuse and Neglect Reporting Requirements.
- Mandated reporters must report suspected child abuse to a child protective agency. If the suspected perpetrator of the abuse of a student is a District employee, school-related adult, volunteer, or student, the mandated reporter is strongly encouraged to make the mandated child abuse report to local law enforcement (as opposed to DCFS). LASPD is not a child protective agency.
- Notify a Site Administrator of the misconduct immediately after making the child abuse report when a District employee, school-related adult, volunteer, or another student is suspected of abusing a student.
- Students can also be suspected of abusing other students. Mandated reporters must follow the same suspected child abuse reporting procedures.

Administrative Searches

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School officials have the right to conduct searches of students under limited circumstances.

If a student has engaged in conduct that causes an administrator to have reasonable suspicion that the search will turn up evidence that the student has committed a crime, is about to commit a crime, or has violated applicable laws, regulations, or school rules, the administrator may conduct a search of that student.

The administrator must:

- Be able to articulate the reason for the suspicion and the facts and/or circumstances surrounding a specific incident;
- Be able to reasonably connect the student to a specific incident, crime, rule, or statute violation;
- Have recent, credible information from personal knowledge and/or other witnesses;
- Ensure that a search based on reasonable suspicion is not excessively intrusive in light of the student's age, gender, and the nature of the offense.

When conducting a student search based on reasonable suspicion, school officials must adhere to the following practices:

- Conduct the search only if there are clear and specific reasons for suspicion and there are facts that connect the student to a specific incident of misconduct;
- Jackets, purses, pockets, backpacks, bags, and containers in the student's possession may be searched to the extent reasonably necessary;
- Under no circumstances may a body or strip search be conducted;
- Whenever possible school officials of the same gender as the student being searched may conduct the search;
- Searches based on reasonable suspicion should be conducted in a private area where the search will not be visible to other students or staff (except for a school administrator or designee witness);
- A student search should be conducted with more than one staff member present.

For more information, please see BUL-162111.

Gun Violence Prevention

Responsibilities of the Administrator:

- Distribute to families annually the Parent Legal Duties to Safely Store Firearms letter in the LAUSD Student/Parent Handbook, as required per CA E.C. § 49392 and Board Resolution 046-18/19 "Protecting Our Children from Preventable Gun Violence," June 18, 2019.
- Make gun violence prevention resources available to your parent/guardian community.

Safe School Collaborative

Responsibilities of the Administrator:

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- Identify key community stakeholders in relation to safety, including but not limited to: law enforcement, probation, city attorney's office, city, and county human relations.
- Identify key LAUSD central and Region personnel to provide consultation and support, such as: Region Operations, Organization Facilitators, Human Relations, Crisis Counseling, etc.
- Identify a multidisciplinary school safety team composed of members such as, administrators, parents, teachers, school police officers, health, and mental health professionals (i.e., PSW, PSAC, School Psychologist, or School Counselor), after-school staff, etc.
- Identify a designated chair to convene the meetings, establish a needs assessment for the school and community related to safety concerns, identify goals and objectives, and assign roles and responsibilities.
- Work towards the development of safe passage to and from school for students.

Gang Risk Intervention

Key Elements:

- Become familiar with gang groups, related activities, graffiti, apparel, etc.
- Provide staff development regarding gang prevention and intervention strategies.
- Provide parent in-service training regarding gang membership and activities.
- Consult with Region Operations on the development of a forum for discussion that brings together influential students ("natural leaders") who represent all segments of the student population, including selected gang members.
- Collect information from law enforcement, probation, community-based organizations, and others to understand the scope of the school/community gang problem.
- Contact law enforcement agencies, gang experts, and formal/informal counselors to obtain strategies and related information. Probation officers can assist with students who are on probation.

Bullying & Hazing Policy

CA E. C. § 48900 (r) defines bullying as:

- "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

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- Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.
- Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school. For additional guidance, including investigative steps, access BUL-5212 Bullying and Hazing Policy (Student-to-Student).

Responsibilities of the Administrator:

- Ensure that bullying and cyberbullying training are available to employees who have regular interaction with students.
- Investigate allegations of bullying thoroughly and maintain confidentiality throughout the investigation.
- Respond to allegations whether the involved parties are students or employees. (For incidents between employees, refer to the BUL-5798 Workplace Violence, Bullying and Threats [Adult-to-Adult].)
- Take appropriate actions to resolve the situation.
- Document the investigation, interventions, and resolution.

Responsibilities of Staff and Student Rights:

- Schools must discuss relevant aspects of the Bullying & Hazing Policy with their students.
- Personnel are responsible for taking corrective action to prevent bullying in school, at school events, and to and from school.
- Any person has the right to report an allegation of bullying without reprisal or retaliation.

Hate-Motivated Incidents

For more details, access BUL-2047 Hate-Motivated Incidents and Crimes - Response and Reporting.

Responsibilities of the Administrator:

- Respond quickly to reported incidents, whether the victims are students, staff, or community members, and take action to stop the conduct, prevent recurrence and eliminate effects on the environment.
- Ensure the physical safety of the target and other affected parties by offering assistance, as appropriate.
- Investigate the incident, provide interim safety/emotional support measures, and take appropriate disciplinary action. If necessary, involve law enforcement and preserve evidence.

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- Report the hate-motivated incident/hate crime to School Police and implement educational programs and activities that foster human relations skills and combat behaviors of name-calling, harassment, discrimination, hate, and bigotry.
- Review with employees and students and post nondiscrimination notices in all schools/offices, including staff lounges, student government meeting rooms, the main administration building, or other prominent locations where notices are regularly posted regarding rules, regulations, procedures, or standards of conduct.

Sexual Harassment Prevention Policy

Key Elements:

- All allegations of sexual harassment are to be treated seriously and responded to in manner that respects the privacy and dignity of all parties involved.
- All reported incidents of sexual harassment should be investigated and addressed to prevent recurrence, consistent with applicable federal and state laws. Depending on the nature of the conduct, complaints may be investigated under Title IX (34 C.F.R. Part 106), the Uniform Complaint Procedures (UCP), or resolved through an informal resolution process.
- Several attachments in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment) may be used to document the complaint, provide required notices, ensure parties are afforded all applicable rights, and support appropriate decision-making under the correct grievance process.
- The Sexual Harassment Prevention poster must be reviewed with students and employees and posted in all schools and offices, including staff lounges, student government meeting rooms, administrative buildings, each student restroom and locker room, and other locations where rules, policies, and expectations are displayed.
- Supportive measures must be offered equitably to both parties, regardless of whether a formal complaint is filed, and parties must be informed of any remedial or corrective actions taken following the resolution of the complaint.
- Sexual harassment complaints are often sensitive and complex; appropriate steps must be taken to ensure a prompt, thorough, and impartial investigation.
- For detailed procedures related to Title IX, UCP, or informal resolution processes, consult BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment.

For procedures regarding employee-to-employee complaints of sexual harassment refer to District BUL-6612 Non-Discrimination And Anti-Harassment (Including Sexual Harassment) Policy and Complaint Procedure

Title IX and California Gender Equity Protections

Key Elements:

- Students are entitled to equal access and participation in all school programs and activities, including academic courses, extracurricular opportunities, clubs, and recognition programs, without discrimination based on sex (federal Title IX) or gender, gender identity, gender expression, sexual orientation, pregnancy or related conditions (California Education Code §§ 200, 220, 221.5).
- No student may be excluded from enrollment in a course or program, or otherwise treated unfavorably, on the basis of actual or perceived sex, sexual orientation, gender identity, gender expression, pregnancy, childbirth, lactation, or related medical conditions.
- All students must receive equitable access to academic counseling, instructional programs, extracurricular activities, and disciplinary practices, consistent with both Title IX (34 C.F.R. § 106.31) and California Education Code § 221.5.
- Sexual harassment committed by or against students or staff is prohibited and, depending on the context, may constitute sex discrimination under federal Title IX or gender discrimination under California law.
- Students and/or parents/guardians who file a complaint must be informed of the outcome of the investigation, in accordance with applicable grievance procedures.
- Schools must ensure equal opportunities for students of all genders to participate in physical education and athletic programs.
- Equal athletic opportunity includes access to equipment, supplies, practice and game schedules, facilities, coaching, travel allowances, publicity, and budgetary resources, as outlined in BUL-2521.
- Enrollment decisions must not be based on any protected category, including sex, gender, or sexual orientation.
- All complaints of sex- or gender-based discrimination must be handled confidentially, and retaliation against any participant in a complaint process is strictly prohibited.
- Schools must regularly review relevant data (e.g., complaints, participation rates, outcomes) to identify patterns and support efforts to increase campus safety and equity.
- Procedures for filing and investigating complaints, whether under Title IX, UCP, or informal processes, are detailed in BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures.

Intergroup Relations

Responsibilities of the Administrator:

- Take proactive steps to build and maintain safe, healthy, welcoming, and affirming learning and working environments, where students, staff, and families' identities and voices are represented, recognized, and valued.
- Provide activities for meaningful interactions between student, staff, and parent groups to promote an appreciation of diversity and a supportive school climate. Trainings,

activities, and resources are available from the Office of Human Relations, Diversity and Equity.

- Make a concerted effort to engage all students, including students in protected categories in the District's nondiscrimination statements (MEM-5818).
- Support schoolwide efforts to reduce misconduct and bullying by promoting pro-social behaviors.
- Follow the guidelines of BUL-5212 Bullying and Hazing Policy (Student-to-Student) for responding to allegations of bullying.
- Designate a point person for overseeing the school climate, bullying prevention efforts, and procedures for managing peaceful resolutions of conflicts (e.g., Restorative Practices and Peace Builders).

School Site Crisis Team

Responsibilities of the Administrator/Designee:

- Establish a safe, civil, and secure school environment.
- Establish a multi-disciplinary School Site Crisis Team, in accordance with the Integrated Safe School Plan.
- Ensure that the BUL-5800 Crisis Preparedness, Response and Recovery policy and all applicable protocols are implemented.

Suicide Prevention, Intervention and Postvention

Responsibilities of the Administrator:

- Designate Crisis Team Members/Suicide/Threat Prevention Liaisons (STPLs) in the ISSP's School Site Suicide/Threat Assessment Team.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Respond to reports of students at risk for suicide or exhibiting self-injurious behaviors immediately or as soon as practically possible.
- Monitor and follow-up to ensure that the risk has been mitigated through support and resources.
- Ensure that the Suicide Prevention, Intervention, and Postvention (SPIP) policy is implemented.
- Provide follow-up to relevant staff such as Region Operations, as needed.
- Report incidents in Incident System Tracking Accountability Report (iSTAR) as appropriate and update as needed.

Responsibility of all District employees:

- All District employees must complete the online Suicide Prevention and Awareness Training annually. The training certifies that employees know the warning signs and risk factors for suicide, as well as what to do if they are concerned about a student who might be suicidal. (See MEM-6910 Annual Suicide Prevention and Awareness Training.) If you have questions or concerns regarding the training, please contact your administrator.
- Inform the school site administrator/designee and/or STPL immediately or as soon as practically possible of concerns, reports, or behaviors relating to students who might be suicidal and/or engaging in self-injury.
- Adhere to the Suicide Prevention, Intervention, and Postvention (SPIP) policy.

Student Threat Assessment and Management

Responsibilities of the Administrator/Designee:

- Designate STPL in the ISSP's *School Site Suicide/Threat Assessment Team*.
- STPLs only assess students, not employees. For assessments of non-students, see BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult).
- Establish a multidisciplinary school site threat assessment team, in accordance with the ISSP *School Site Suicide/Threat Assessment Team*.
- Respond to reports of students exhibiting worrisome behaviors or making threats immediately or as soon as practically possible.
- Ensure that the Threat Assessment and Management (TAM) policy is implemented.
- Provide follow-up to relevant staff such as Region Operations, as needed.
- Report incident in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the TAM policy and act in accordance with the policy.
- Report any worrisome behaviors or suspected threats to the school site administrator/designee and/or STPL immediately or as soon as practically possible.
- Cooperate in any investigation by providing accurate, relevant information.

Employee or Associated Adult Workplace Violence, Bullying, and Threats

Responsibilities of the Administrator/Designee:

- Establish a safe and respectful school or workplace environment.
- Ensure that the BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) is implemented.
- Investigate and respond to any verbal or written reports of violence or threatening behavior.
- Monitor and follow-up to ensure that the behavior has stopped.

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- Report incident on required form (see BUL-5798) and in iSTAR as appropriate and update, as needed.

Responsibilities of all District employees:

- Adhere to the BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) and act in accordance with the policy.
- Promptly report any suspected workplace violence behaviors to the site administrator or designee.
- Cooperate in the investigation of employee workplace violence complaints by providing relevant information.

Student Dress Code/Uniform Policy

Key Elements:

- Representatives from stakeholder groups will review the school's dress code yearly to ensure it complies with guidelines and gender neutrality enumerated in BUL-6494 Student Dress Codes and Uniforms.
- All students shall show proper attention to personal safety and suitability of clothing for school activities. Specialized school programs and classes, such as physical education, science lab, wood shop, or culinary arts, may require specialized attire or unique restrictions.
- The school may prohibit attire or paraphernalia with language or images that are vulgar, sexually explicit, discriminatory, libelous, promote illegal or violent content, or which could reasonably be foreseen to create a hostile environment among rival gangs, individuals, or groups.
- Urban fashion in and of itself is not "gang-related" apparel.
- Students may wear jewelry or attire representative of an established religious faith, including, but not limited to a crucifix, yarmulke, headscarf, or turban.
- Students may wear sun-protective clothing outdoors.
- Hair, sideburns, mustaches, and beards may be worn at any length or in any style, and clothing may be of any fashion, style, or design.
- Parents must be advised of uniform policies prior to the beginning of the academic year (or upon enrollment), informed that uniforms are voluntary, and, if needed, be assisted in securing financial assistance to obtain desired uniforms.
- School uniform policies are voluntary. A student's parent/guardian must be notified annually and may exercise the right to opt out of the school uniform policy, though the student must adhere to the student dress code. Students shall not be penalized academically, subject to any disciplinary action or disparaging treatment or denied attendance to school or participation in school activities for opting out of the uniform.
- Schools must identify financial resources for students who are not able to comply with the school uniform policy due to financial hardship; this includes provision of physical

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education uniforms at no cost if failure to have or wear appropriate apparel arises from circumstances beyond the control of the student.

2.8.2.4 Behavior Support and Formal Discipline

Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP)

Access resources at https://www.lausd.org/PBIS_RP

Responsibilities of School Administrator:

- Cultivate a safe, healthy, welcoming, and affirming learning and working environment in each classroom and schoolwide through the development of an integrated, trauma and resilience informed Multi-Tiered Systems of Support framework to support the implementation of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP), including community and relationship building.
- Ensure a focus on prevention, common values, and shared accountabilities among school community members.
- Ensure that PBIS/RP are achieved through good first teaching, as well as differentiation and personalization of learning.
- Assume a leadership role in the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Team. Everyone has a stake in responsible, respectful, and safe behavior at school. This forms a foundation and an atmosphere that promotes learning and instruction. Administrative leadership is an essential ingredient of that foundation.
- Establish the Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) Team and ensure that the team meets regularly; support and monitor the team's implementation of the Schoolwide Discipline Plan; evaluate the outcomes; and modify strategies as needed; ensure that the team completes the Tiered Fidelity Inventory two times a year including scores and goals.
- Ensure school procedures effectively support the collection of data that accurately reflects schoolwide, classroom, and individual student social-emotional development and behavioral needs.
- Inform all students and parents/guardians at the beginning of each academic year or as students enroll about the school’s behavioral expectations, responsibilities, and procedures.
- Ensure that students, parents/guardians, and staff have access to copies of the Schoolwide Discipline Plan, that all stakeholders understand their responsibilities in learning the behavioral expectations, and the reinforcement and corrective procedures.
- Provide staff development on strategies, methods, and tools of implementing the school-discipline plan through a multi-tiered system of support including positive

behavior interventions and supports, restorative practices, social emotional learning, and trauma-resilience informed strategies.

Responsibilities of School Staff:

- Develop healthy, positive relationships with students, staff, and families.
- Use a multi-tiered system of support with a focus on prevention.
- Identify, teach, model, and reinforce schoolwide and classroom behavioral expectations and correct misbehavior with an emphasis on teaching.
- Establish structure and a sense of safety and belonging by developing predictable routines, using effective management strategies, co-regulation, community building, and trauma-resilience informed approaches, as well as the active teaching of pro-social and stress reduction behaviors and strategies.
- Utilize student discipline referral data, Tiered Fidelity Inventory (TFI) scores and goals, School Experience Survey data, and other school climate and discipline data to identify professional development needs, organize support systems for staff and students, and to analyze effectiveness of instruction on behavioral expectations.
- Utilize school resources including, but not limited to, SSPT, Section 504 Plan or IEPs to develop behavior plans for students who exhibit behavioral challenges and implement these behavior plans.
- Partner with parent/guardian and engage in parent education and support, as necessary to support appropriate student behavior.

Formal Discipline

Responsibilities of the Principal/Principal's Administrative Designee:

- Ensure that the District's policy and procedures regarding student suspension and expulsion are fully implemented.
- Designate discipline staff and provide training focusing on investigation of student misconduct and school-site procedures of formal student discipline, including student suspension and expulsion.
- Ensure that recommendations for expulsion are made when students violate CA E.C. § 48915(c) except for sexual misconduct that requires Title IX procedures prior to student discipline. For detailed information regarding Title IX procedures, refer to BUL-2521 Title IX Policy/Nondiscrimination Complaint Procedures (Including for Sex Discrimination and Sexual Harassment).
- The school principal will ensure that the school follows District policy and procedures regarding formal student discipline and fulfills responsibilities to attend or send an administrative designee who has first-hand information to present an expulsion case as well as appropriate witness(es) to testify during the expulsion hearing. Conduct a thorough investigation, collaborate with other school staff and law enforcement, when necessary, and determine whether formal discipline is appropriate.

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- Notify the parent/guardian/education rights holder (ERH) in a timely manner whenever their child is referred for disciplinary action.
- Enter all suspension information (school suspension, in-school suspension, and class suspension) into MiSiS accurately and record all other means of correction. Refer to BUL-5808 Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS).
- Advise the parent/guardian/ERH regarding the appeal process whenever the parent/guardian/ERH disagrees with the administrator's decision to suspend.
- Prohibit the use of "informal suspension" (e.g., telling a parent to keep a child home without an official suspension notice, or sending a student home without an official Pupil Suspension Notice); refer to BUL-5655 Guidelines for Student Suspension.

Responsibilities of Designated Discipline Staff:

- Conduct a thorough investigation, collaborate with other school staff and law enforcement, when necessary, and provide evidence to the school principal/designee for a decision on the formal discipline.
- Notify the parent/guardian/education rights holder (ERH) in a timely manner whenever their child is referred for disciplinary action.
- Enter all suspension information (school suspension, in-school suspension, and class suspension) into MiSiS accurately and record all other means of correction. Refer to BUL-5808 Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS).
- Advise the parent/guardian/ERH regarding the appeal process whenever the parent/guardian/ERH disagrees with the administrator's decision to suspend.
- Prohibit the use of "informal suspension" (e.g., telling a parent to keep a child home without an official suspension notice, or sending a student home without an official Pupil Suspension Notice); refer to BUL-5655 Guidelines for Student Suspension.

Suspension Guidelines:

Refer to BUL-5655 Guidelines for Student Suspension.

- Students are only to be suspended from school when they have committed an act listed under CA E.C. § 48900, CA E.C. § 48900.2, CA E.C. § 48900.3, CA E.C. § 48900.4, CA E.C. § 48900.7, or CA E.C. § 48915.
- Students enrolled in kindergarten and grades 1 to 3 shall not be suspended or expelled due to disruption [CA E.C. § 48900 (k)(1)] sexual harassment (CA E.C. § 48900.2), an act of hate violence (CA E.C. § 48900.3), or threats and intimidation against District personnel or pupils (CA E.C. § 48900.4).
- Students may not be suspended from school for any reasons, for more than five (5) consecutive school days.

- "Informal suspension" is prohibited. (e.g., telling parent to keep child at home without an official Pupil Suspension Notice or sending a student home without an official Pupil Suspension Notice).
- Extending suspension due to the parent's failure to attend a conference with school officials is prohibited.
- Suspending in absentia (when a student is suspended without being afforded an opportunity to discuss the alleged misconduct) is a violation of the student's due process rights, unless an emergency situation is determined. (Refer to Section V. D of BUL-5655)
- Students in general education shall not be suspended for more than 20 school days in any school year (30 days if student transfers to another school). For students with disabilities who have a Section 504 plan or who is regarded as possibly needing a Section 504 plan, if the misconduct is directly linked to the student's disability, and/or directly results from the District's failure to implement the student's Section 504 plan, the school shall not suspend more than 10 days or make a disciplinary change of placement. The team should consider updating plan accommodations/services and reviewing implementation strategies.
- Students in special education shall not be suspended for more than **10** school days in any school year. Refer to the LAUSD Special Education Electronic Policy and Procedures Manual (e-PPM).
- Problems with truancy, tardiness, and/or other attendance-related issues cannot be grounds for suspension.
- Once a student has been issued a school or in-school suspension, the suspension can only be overturned by the Region Administrator of Operations (AOO) through an appeal process. Refer to BUL-5655 Guidelines for Student Suspension.
- Appeal of a class suspension shall be handled by the principal. A parent may appeal a class suspension by teacher to the school principal. Only the principal can rescind a class suspension.

A teacher may suspend a student from class for any of the acts enumerated in CA E.C. § 48900 except for the student misconduct of willful defiance as described in CA E.C. § 48900 (k)(1).

1. A teacher may suspend a student from class for any of the acts enumerated in E.C. 48900, except for the student misconduct of willful defiance as described in E.C. Section 48900 (k)(1), per District policy.
2. A teacher should report the suspension to the principal and send the student to the principal/designee for appropriate action, which includes appropriate supervision. Refer to BUL-5655 Guidelines for Student Suspension and CA E.C. § 48910.
3. A student shall not be placed in another regular class during the period of suspension.
4. The student shall not return to the class during the period of suspension without the concurrence of the principal and the teacher. If the student is assigned to more than

one class per day, the student must attend the classes from which the student was not suspended. Refer to CA E.C. § 48910.

5. A student can be suspended from class for the remainder of that day (elementary) or period (secondary) and for the following day or period when the class meets. Refer to CA E.C. § 48910.
6. School staff may assign a student who was suspended for any of the reasons enumerated in CA E.C. § 48900 and CA E.C. § 48900.2 to a supervised suspension classroom for the entire period of suspension if the student poses no imminent danger or threat to the campus, students, or staff, or if an action to expel the student has not been initiated. Refer to CA E.C. § 48911.1.

Opportunity Transfer Guidelines:

Refer to BUL-6362 Opportunity Transfer (O.T.) – Policy and Procedures.

- An Opportunity Transfer (O.T.) is a carefully planned school- or District-initiated transfer of a student within LAUSD schools for corrective reasons. It is issued as an alternative measure to address student misconduct after other means of correction have failed to bring about proper conduct or when the student's continued enrollment at the current school presents a safety risk to others. The purpose of an O.T. is to minimize factors that interrupt the student's academic progress, and thus to create a school climate that is safe and conducive to learning for all. To minimize disruption to the academic process, an O.T. may not be issued or terminated within the last six weeks of each academic term (semester, trimester, quarter). All student transfers shall be recorded and documented in the District's My Integrated Student Information System (MiSiS).
- An O.T. may not exceed one calendar year unless both the parent/legal guardian/ERH and the school agree.
- An O.T. may only be issued once during the student's matriculation through elementary school, twice during middle school, and twice during high school.
- To cancel an O.T., the principal must submit the Request for O.T. Cancellation to the Region AOO and obtain written approval.
- The O.T. process does not apply to students with an Individualized Education Program (IEP). An O.T. also may not be issued to a student who is not yet eligible for special education and related services (i.e., a general education student) if the District has knowledge that the child was a student with disability before the behavior that precipitated the disciplinary action occurred. For more information about this process, please contact your Region Special Education Administrator and the Division of Special Education Behavior Support Department via email: SPEDBehaviorSupport@lausd.net.
- For students with disabilities who have a Section 504 Plan.
    - With the exception to drug or alcohol related offenses, students eligible for nondiscrimination protections under Section 504 or students with a Section 504

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Plan may not be transferred through the O.T. process until a manifestation determination meeting has been held and the team determined that: (1) the conduct in question was not caused by, or had a direct and substantial relationship to, the child's disability; or (2) the conduct was not the direct result of the District's failure to implement the Section 504 Plan. Following this, the student may be considered for an O.T. with the assurance of full implementation of the Section 504 protections or applicable Section 504 Plan at the receiving school. For detailed guidelines, refer to BUL-4692 Section 504 of the Rehabilitation Act of 1973.

Expulsion Guidelines:

Refer to BUL-6050 Expulsion of Students - Policy and Procedures

- School principals are required to recommend the expulsion of any student who engages in behavior described in CA E.C. § 48915(c).
- A student who is recommended for expulsion is entitled to an educational placement the day following the last day of their suspension (e.g., day six of a five-day suspension).
- For a student with an IEP, a comprehensive Expulsion Analysis IEP meeting must be conducted, which includes an MDA, prior to recommending the student for expulsion.
- With the exception to drug or alcohol related offenses, students with disabilities served under Section 504 must have an MDA conducted and any appropriate updates to their Section 504 plans (as warranted) must be considered, prior to recommending the student for expulsion.
- No student can be expelled by the Board of Education unless direct evidence, in the form of oral testimony, is presented at the District's administrative Expulsion Review Committee (ERC) hearing.
- There are specific legal requirements for Local Educational Agencies (LEAs) for discipline notifications regarding a student in foster care in the following situations: (Refer to BUL-6050.3, Attachment M)
    - Suspension (includes an in-school suspension)
    - Expulsion
    - IEP meeting when a Manifestation Determination takes place
    - Involuntary Transfer to a continuation school
- For required notification of expulsion recommendation for students experiencing homelessness, refer to BUL-6050.3, Attachment N.

Additional Notifications

There are specific legal requirements for discipline notifications regarding a student in foster care in the following situations: (Refer to BUL-6050.3, Attachment M)

- Suspension (includes an in-school suspension)

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- Expulsion
- IEP meeting when a Manifestation Determination takes place
- Involuntary Transfer to a continuation school

For required notification of expulsion recommendation for students experiencing homelessness, refer to BUL-6050.3, Attachment N.

Maintenance of CA E.C. § 49079 Information:

Refer to BUL-3927 Mandated Reporting of Certain Behavior.

- Pursuant to CA E.C. § 49079 (a), a school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of CA E.C. § 48900 or in CA E.C. § 48900.2, 48900.3, 48900.4, or 48900.7.
- The District shall provide the information to the teacher based upon any records that the District maintains in its ordinary course of business, or received from a law enforcement agency, regarding a pupil described in this section.
- Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.
- Each teacher informed of CA E.C. § 49079 students shall be advised of the opportunity to review the student's records and shall be admonished regarding the confidentiality of information.
- Any information referring to CA E.C. § 48900 et seq. offenses shall be made available to each student's teacher from the current school year and three previous school years through MiSiS. After this time frame, access to a student's record will not be available to the teacher, consistent with CA E.C. § 49079.
- In MiSiS, all discipline offenses except for "3.6 - Possessed or used tobacco" trigger a CA E.C. § 49079 "D" Alert on the corresponding student's profile. To view a comprehensive list of students with an CA E.C. § 49079 alert, generate the Student Referral Report. In the report parameters, select "none" for Counseling Referral Reason, and deselect "3.6 - Possessed or used tobacco" from the Discipline Referral Reason. Refer to BUL-5808 Documentation of Student Misconduct as Defined in Education Code in My Integrated Student Information System (MiSiS).
- The MiSiS Attendance Roster List view displays a "D" on the Alerts Column for students with a discipline file, consistent with CA E.C. § 49079. Teachers can click on the student profile and view any discipline by clicking on Support > Referrals, which will display discipline from the current school year and three previous years.

Guidelines When a Student Described in CA E.C. §49079 Is Transferred to Another LAUSD School:

When a student transfers between LAUSD schools, the receiving principal/designee will have access to the MiSiS discipline referral offenses noted in CA E.C. § 49079. Refer to BUL-3927 Mandated Reporting of Certain Behavior.

Responsibilities of Juvenile Courts:

- Welfare and Institutions Code (W.I.C.) Section 827 (b)(2) mandates that the Juvenile Courts submit to the superintendent of the district of attendance written notice whenever a minor who is enrolled in any of grades K through 12 has been found by the court to have committed any of certain specified offenses.
- The information furnished by the Juvenile Court shall be expeditiously transmitted to the principal at the school of attendance. The principal must expeditiously disseminate the information to those counselors directly supervising or reporting on the behavior or progress of the student. In addition, the principal shall disseminate the information to any teacher or administrator directly supervising or reporting on the behavior or progress of the student whom the principal believes needs the information to work with the student in an appropriate fashion to avoid being needlessly vulnerable or to protect others from needless vulnerability.
- If a notice from the juvenile court is received by a school, the school should contact Student Health and Human Services, Student Support Programs, for assistance.
- Any information received by a teacher, counselor, or administrator shall be confidential and used only for the limited purpose noted above, and may not be further disseminated.

2.8.2.5 Facilities-Related

Key Control

Responsibilities of the Administrator:

- Maintain in writing current records of the distribution of all keys.
- Maintain a key safe or school vault in which keys that have not been issued are to be stored every night. Ensure that when not in the possession of authorized school staff, all keys, including custodial keys, are to be kept in a locked key safe or vault.
- Arrange to have all exterior doors of buildings opened and closed, as necessary.

Key Distribution:

- Master Keys: It is important to keep the number of master and specialized keys to a minimum to maintain site security. Master keys (“A” and “K”) shall be issued only to the plant manager and administrative staff. In addition, a maximum of five master keys may be requested for use by disaster emergency teams. These shall be maintained on a single ring at the site (in the key safe or vault) for emergency use only and are not to be used for other purposes.

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- Sub-master Keys: Sub-master keys are to be issued only to school personnel who absolutely need them in the daily course of their responsibilities. They shall be returned to the key safe or vault nightly.
- Classroom Teacher Keys: Classroom teachers are to be issued only the keys to their classroom, storeroom, and cabinets and will be responsible for said keys. At no time shall a classroom teacher be issued a master key.
- Substitute Teacher Keys: Keys issued to substitute teachers and other District employees (maintenance, etc.) shall be returned daily.
- Alarm Keys: Three alarm keys will be issued to the site administrator who will be responsible for these keys. The administrator will designate the keys accordingly. No site will be issued more than three intrusion alarm keys without approval of the School Police Chief.

Key Control Guidelines:

- Staff members shall be notified that unauthorized possession by any person, including employees, of any site key is a misdemeanor (CA PEN § 469).
- Keys are never to be kept in classroom cupboards, filing cabinets, in or on teachers' desks, offices, or in staff mailboxes.
- Keys are never to be in the possession of students without the expressed written permission of the site key administrator. Keys are not to be loaned to students to open doors or gates.
- Staff is to be advised that prior to leaving any room, office, or work location, it is the employees' responsibility to double check that all doors and windows are closed shut and locked.
- Authorized personnel needing keys for the weekend or holiday activities will be issued keys which limit access to the room or area necessary for the weekend assignment. Prior written approval by the site key administrator must be obtained.
- At sites equipped with intrusion alarm systems, the School Police must be notified the week before the weekend or holiday that authorized personnel are scheduled to enter the site.
- All keys shall be checked and left with the site key administrator at the end of the school year or in the event of an assignment change.

Loss or Theft of Keys

The loss or theft of keys shall be reported to the Region Office and School Police (at 213-625-6631). In addition, the Maintenance and Operations Central Shops Lock Department shall be notified by creating an emergency service call. The Lock Department will immediately rekey sensitive areas (such as the library, computer lab, cum room, etc.) only.

Plant Inspections

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Responsibilities of the Designee for Inspecting the Campus Regularly:

Inspect the campus regularly for the following conditions and heed the following:

- All nonstructural hazards in classrooms and other sites where students are served will be eliminated.
- All damage to fences will be reported and corrected as soon as possible.
- All graffiti must be removed as soon as possible (take photographs if necessary).
- All litter must be removed as soon as possible.
- Playground facilities and equipment will be inspected regularly for hazards. Repairs must be made as soon as possible.
- All nonfunctioning lighting fixtures must be reported and corrected as soon as possible.
- Ensure that the following signs are posted, visible, and legible: Visitors' policy, a drug, tobacco, weapon and violence-free school, and nondiscrimination and sexual harassment prevention policies.
- The designated person shall be responsible for contacting the appropriate Maintenance and Operation department or District Unit responsible for correcting or repairing any hazardous or unsafe element on the school campus.

Restroom Cleanliness

Responsibilities of the Administrator:

- Site plans for each secondary school are to specify where student restrooms are located and when they will be open each day, and that they are adequate to serve student needs.
- Provide adequate supervision of restroom areas throughout the school day.
- Announce and encourage all students, including student leadership, to prevent vandalism and keep restroom areas clean.
- Involve parents in setting behavior standards to maintain clean, functioning restrooms on campus.
- Post notices to stakeholders, "Important Information About Your Complaint Rights Williams Legislation" in each classroom visible to stakeholders.
- Maintain Williams' complaint forms in the school or District office.

Responsibilities of the Plant Manager:

- Randomly monitor restrooms daily, conduct daily observation Emergency routes and paths of travel used to and from of any fixtures needing repair, and place a "trouble call" to report needed repairs.
- At secondary schools, supervise and monitor restroom attendant personnel.
- Before students arrive at school each day, inspect student restrooms to ensure that overnight crews have cleaned and stocked each restroom with paper and soap supplies.

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- Assign restroom attendant or custodial staff so that, at a minimum of twice during each day, restrooms are spot-cleaned, cleared of trash, restocked with soap and paper supplies, and have floors that are dry and hazard-free.
- Schedule with the appropriate Maintenance and Operations department the “deep cleaning” of all restrooms three times per year.
- Complete and maintain daily restroom service logs at a disclosed site on the school campus.

Inventory/Marking of School Equipment/Property/Record Retention

Responsibilities of the Administrator:

- Responsibility for all school property rests with the principal.
- Teachers and other employees are held responsible for the care of all school property in their control.
- The principal ensures that District equipment are not loaned to any District employee, group, or other persons for personal use.
- Property is to be inventoried, marked as required and records must be maintained in accordance with the District’s record retention policy.

For more detailed instructions regarding equipment inventory, please refer to the following bulletins and reference guide:

- BUL-953 Control of Site Equipment, CA E.C. § 35168. This bulletin and education code requires school districts to maintain inventory records of equipment whose current market value exceeds $500. These records must contain a description of the equipment, manufacturer’s name, identification numbers, original cost, date of acquisition, the location of use, and the date and method of disposal, if applicable.
- BUL-3508 Inventory Requirements for Equipment Purchased with Categorical Program Funds. This policy bulletin outlines federal and state guidelines for requiring an inventory for equipment purchased with categorical funds at school sites and offices, including equipment previously purchased through the Imprest fund or with the Procurement Card (P-Card). P-Card and Imprest purchases are not allowable with Title I funds. The equipment must be maintained and readily available for examination. Equipment inventories are subject to review at any time by federal and state auditors for equipment costing a total of $500 or more.)
- BUL-1158 Accounting for Supplies and Equipment Purchases. The California School Accounting Manual states that expenditures are required to be classified by “objects” to provide consistency in financial reporting among school districts. Additionally, the District is required to adhere to Government Accounting Standards Board Statement No. 34 to separately account for all fixed assets (land, buildings, equipment, etc.) and report depreciation on those assets accordingly.

- REF-71300 Record Retention for School Sites. This reference guide provides details for managing records at school sites and retention schedule listing records typically found at school sites.

2.8.2.6 School Arrival/Departure Plans

Traffic Patterns and Drop-off/Pick-up Points

Responsibilities of the Administrator:

- Work with OEHS or School Police to develop an appropriate drop-off and pick-up plan.
- Ensure through daily monitoring by designated staff that loading and unloading areas are “curbside” and designated to minimize student proximity to moving vehicles and that these areas are readily accessible to students.
- Confer with School Police as necessary to establish traffic patterns, and drop-off and pick-up points that ensure student safety and minimize traffic congestion.

Safe Passage To and From School

Responsibilities of the Administrator:

- Collaborate with the Office of Environmental Health and Safety (OEHS) to assess traffic, warning signs, school bus and parent loading zones, crossing guards, crosswalks, traffic signals, stop signs, etc. OEHS may be reached at (213) 241-3199 or OEHSQuestions@lausd.net.
- Work with the Safe School Collaborative on safe passage and attend local law enforcement agencies Safety Collaborative meetings. For more information, please contact Division of School Operations at (213) 241-7921.
- At elementary schools, encourage parents to walk their children to school.
- Visit the OEHS Safe School Traffic Program webpage for current documents and resources. The Principal should ensure that teachers incorporate pedestrian and bicycle safety into classroom curricula.
- Inform students, staff, and parents of designated student drop-off and pickup points, and safety procedures to be observed whenever there are moving vehicles in or around the school. This information should include bike helmet usage and should be distributed in a brochure to students and parents at the start of the school year.
- Report continuing traffic noncompliance problems to School Police at (213) 625-6631 or local enforcement agency.
- Ensure bus loading areas are designated and that loading and unloading of passengers takes place only within these areas.

2.8.3 Attendance/Engagement and Dropout Prevention

Responsible Administrator:

2. Plan Development

LAUSD Strategic Plan: Pillar 2D: Outstanding Attendance

Ensure outstanding attendance to support in-class learning

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures,
- Ensure appropriate attendance, enrollment and withdrawal procedures are in place. Review the following resources:
    - MyPLN Training: Tools to Support Accurate Attendance and Withdrawal Procedures
    - Presentation: Tools to Support Accurate Attendance and Withdrawal Procedures.
- Track, monitor and regularly share attendance/engagement data with stakeholders.
- For a comprehensive list of activities, resources, and materials of the iAttend attendance initiative, visit the Pupil Services website and Enrollment, Attendance, and Withdrawal Resources Schoology group (Access Code: D4GT-DTTH-59Z3V).

Truancy/Tardiness Abatement

Responsibilities of the Administrator:

- Implement and supervise all state and District attendance policies and procedures.
- Ensure that students and parents are informed of the school attendance and tardy policy, as well as all applicable laws relating to compulsory attendance.
- Ensure that the attendance team and school staff including the Pupil Services and Attendance Counselor are coordinating efforts on attendance expectations and outreach.

Responsibilities of the Teacher:

- Conduct outreach to build relationships with students and caregivers throughout the year, as appropriate, to support engagement and establish rapport/connections.
- Ensure that personal phone calls to home are made (by teacher and/or other designated staff) when students are absent.
- Ensure that attendance is submitted within the first 15 minutes of each class or period (or as required in alignment with current distance learning attendance taking guidelines, if applicable).
- Ensure that all absence reason codes, and times (if applicable) are entered.

CA E.C. § 48200 Compulsory Attendance Law:

Each person between the ages of 6 and 18 years, not exempted, shall attend the public full-time day school or continuation school or classes for the full time designated as the length of the school day by the governing board of the school district in which the residency of either the parent or legal guardian is located and each parent, guardian, or other person having control or

charge of the pupil shall send the pupil to the public full time day school or continuation school or classes for the full-time designated as the length of the school day by the governing board of the school district in which the residence of either the parent or legal guardian is located.

Intervention for At-Promise Students

Responsibilities of the Administrator:

Administrators should ensure that

- At-Promise Students are immediately enrolled, even if they are missing academic and medical records, immunization records, proof of residency, a school uniform, or if they owe fees or materials to their prior school.
- The Pupil Services and Attendance (PSA) Counselor or a designated staff member is assigned to coordinate school attendance, dropout prevention, and recovery efforts.
- An Attendance Team/Multidisciplinary is in place to provide outreach and support for students who have disengaged.
- School staff support attendance and dropout prevention efforts.
- Coordination of services and supports with the A-G Diploma Program Counselor (select secondary schools only), Specialized Student Services Counselor, Pupil Services Attendance Counselor, and other designated staff.
- All school staff have read and follow:
    - BUL-4926 Enrollment, Attendance, and Withdrawal Policies and Procedures
    - BUL-6718 Educational Rights and Guidelines for Youth in Foster Care, Experiencing Homelessness and/or Involved in the Juvenile Justice System
    - BUL-6231 Discipline Foundation Policy
    - BUL-6730 A Multi-Tiered System of Support Framework for the Student Support and Progress Team
    - REF-43782 Implementing a Multi-Tiered System of Supports Framework
    - Pupil Services and Attendance SharePoint - Due Diligence Efforts- Steps to Follow Prior to Withdrawing Students Quick Guide.pdf
- Schools implement a tiered system of support to address student attendance.
- School staff are trained and have access to LAUSD student information systems such as MyData, MiSiS, Focus, and Elevate, as well as classroom referrals to help identify and monitor/track at-promise students.
- Transition programs are in place to support incoming students and matriculating students as they adjust to their new classroom and school environments.
- The school climate welcomes and invites parent involvement through a parent center, parent conferences, parent meetings, personalized phone calls to parents, and that selected staff makes home visits when necessary to engage parents in their student's educational needs.

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- There is a multidisciplinary team that looks at student and school data on attendance, withdrawal, and dropout information to make decisions at the school regarding student intervention programs and policies.
- The multidisciplinary team consists of appropriate non-classroom personnel, such as, Pupil Services and Attendance Counselor, Psychiatric Social Worker, deans, and APSCS and other designated staff.

Responsibilities of the Multidisciplinary Team/Attendance Team:

- Meet regularly to review attendance/engagement data and coordinate services and supports.
- Meet regularly to ensure the implementation and monitoring of a multi-tiered system of support for student attendance.
- Assess student, student subgroup and schoolwide data, establish a uniform referral process, and provide consistent follow-up on referrals.

Responsibilities of Staff:

- Staff is trained and aware of District mandates and procedures with respect to school attendance, withdrawals, dropout prevention, and recovery.
- School staff identifies and monitors students who are not making progress and coordinates with instructional staff to make needed adjustments to support student academic progress.
- Collaborate in the delivery of services to students.
- Be aware of and utilize resources both within the school and in the community.
- School staff systematically monitors, updates, and reviews student records.
- System for personalized interventions for students at risk of dropping out of school or who have recently left school.

Responsibilities of the Administrator:

- Create a school culture that reflects mutual support, caring, and safety for everyone.
- Ensure that selected school staff are trained on all District and non-district educational alternative placement options and that there is a process in place for referring at-promise students for educational supports and, when appropriate, to educational alternative placements, such as, but not limited to, community college classes, continuation schools, AC^{2}T, or Division of Adult and Career Education.
- Ensure that school staff are trained to work with at-promise students and utilize available resources to assist those students, such as, training on how to complete accurate enrollments and checkouts in MiSiS, how to identify at-promise students based on multiple risk factors (using reports such as those in MyData/FOCUS), how to create a welcoming, safe, and supportive school culture for all students, and how to link

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students/families up to necessary resources (academic, food, clothing, tutoring, etc.) to help students achieve their high school diplomas.

- Ensure that their school has a variety of academic programs in place to meet the individual needs of students at-risk for school failure or dropout, concurrent enrollment in ROP classes, online courses, summer school, tutoring, other credit recovery options and community resources.
- Ensure that student records are accurate. This includes ensuring that school clerical staff are trained on how to accurately enter student data into MiSiS upon enrollment and withdrawal (i.e., correct leave/enrollment codes are being used, upon every withdrawal, and student records are sent to the next school of enrollment in a timely manner).
- Students who are transferring between LAUSD schools should be auto-withdrawn in MiSiS by the receiving school; when the transfer is out of LAUSD, a school may only withdraw upon receipt of valid documentation to support the withdrawal. School personnel should document as much information as possible, including a destination, school, address, phone number and contact information. The school should also attempt to collect the “Parent Assurance Letter.”
- Schools should document all records requests in MiSiS: MiSiS Enrollment Job Aids. (Select “Entering Student Record Request” under “Withdrawal/No Show.”)
- The school has partnerships and collaborates with community agencies that can provide resources and options to students who are at risk of school failure and dropping out of school.

Responsibilities of School Staff:

- Work with parents/guardians and students to systematically monitor and follow-up with students regarding the supports/interventions and referrals provided to ensure access and effectiveness.
- School staff reviews student-level data to identify which students require supplemental educational services (i.e., tutoring, online courses, etc.,) and link those students and parents to the educational resources they need.
- All staff work collaboratively to identify students in need of prevention/intervention.

System to Recover, Enroll, or Provide Alternative Education Referrals

Responsibilities of the Administrator:

- Assign a multidisciplinary team of school staff to work collaboratively on clearing/locating and recovering students listed as lost transfers and whereabouts unknown (L8’s).
- Ensure that staff is trained and follow all bulletins, memos, and reference guides regarding LAUSD policy for non-grads and 5th year seniors, and provisions for students continuing beyond their fourth year of high school (e.g., students who are homeless, in foster care, English Learners, students with IEPs).

- Ensure that school staff knows how to re-enroll or provide educational alternative options to students who may have left school for a period of time but have chosen to return to school and work towards their high school diploma.
- Students matriculating and/or transferring within LAUSD shall provide updates through the required annually disseminated forms. Schools shall not require matriculating students to complete a new Student Enrollment Form or to provide additional documentation for address verification (with specific exceptions related to charter schools).
- Require appropriate staff to run/review monthly reports on all withdrawals each month and ensure that designated staff follows up to find out if students are currently enrolled.
- Communicate to staff the importance of accurate record-keeping and tracking.
- Ensure that all due diligence efforts have been made prior to withdrawing students; for students whose whereabouts are known and are not attending, schools are to contact the Region PSA Administrator for Resource Panel/SARB referral.

Responsibility of Staff:

- Staff clearly defines their role in recovering dropout students to avoid duplication of services.
- School support staff and clerical staff stay up to date on all new District bulletins, reference guides, and memoranda relating to the input of student information into MiSiS.
- Staff provides parents/guardians and students with information about their educational rights and options available to help them be successful in school.

2.8.4 Parent and Community Engagement

Parents are encouraged to provide a healthy diet, promote physical activity, and ensure overall good physical and mental health and wellness for their child. Parents are also encouraged to participate in the planning for their child's academic progress and success.

Physical and Mental Health Supports

The Medical Services Division (MSD) is committed to providing equitable healthcare to our school communities so that all students thrive academically, are engaged, successful and ready for the world.

Families are encouraged to visit the resources available through MSD Offices by visiting the website lausd.org/msd, where you can learn more about the following Offices:

- District Nursing Services
- Healthy Emergency Response and Support
- Student Medical Services and Medi-Cal Programs
- Student Mental Health and Wellness Services

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2. Plan Development

Community members can also request support by calling the Student and Family Wellness Resource line at (213) 241-3840 (Monday through Friday, 8AM – 4:30PM). District mental health and wellness staff are available to support with referrals for services such as mental health, immunizations, health insurance, food and housing, enrollment, and more.

Engaging families in topics aligned to safety, wellness, and other topics of focus for the District is foundational to accelerating student outcomes and overall family wellness. A bundle of modules with content for school leadership to engage families in training and learning about safety topics, including Substance Use and Fentanyl Awareness, are available for download by visiting lausd.org/sface and in the Principal's Portal. A LAUSD Single Sign On is required to access family engagement content.

The Office of Student, Family and Community Engagement also assists families by linking them to resources, workshops, and courses in the areas of the councils and committees, school volunteers, Parent Portal, understanding data and school budgeting, for example. Families may visit https://www.lausd.org/sface or email families@lausd.net for more information.

3. Incident Command System

3.1 Incident Command

The Incident Command System (ICS) is used by first responders, government agencies, private sector business and non-profit groups to manage emergencies, crises, and disasters nationwide, as well as planned events. LAUSD also uses ICS, which is a system that groups people by functions according to aptitude and skills, instead of rank/title. Every position reports to someone (see the School ICS Incident Command Team Chart in this section), which greatly facilitates the flow of information and resources among the multiple teams participating in response to an emergency. ICS consists of the following five functions:

- Command (Management in the LAUSD EOC)
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

The organization depicted on the School ICS Organization Chart can be expanded or abridged to meet the scope of the emergency/planned event. Not every emergency/planned event will require (activate) all of the teams or positions listed on the chart.

ICS can be adapted for schools with limited personnel. If no one is assigned to an ICS position, it is understood that the person who manages that position is performing the responsibilities of the unfilled position. For example, in some emergencies/planned events, the Incident Commander may not assign a person to oversee finance. In that case, the Incident Commander is still responsible for all applicable Finance and Administration responsibilities, such as financial documentation for potential recovery. Note that to optimally fulfill some of the emergency team duties, members should have training, preparation opportunities, and practice through drills.

Region Operations Centers (ROC): During some emergencies, crises or planned events, the ROC may be activated to provide immediate support to the schools. In such cases, the school is expected to maintain open and ongoing communications with the ROC, typically through their Operations Coordinator. Refer to the LAUSD Region Operations Center (ROC) Guide for more information.

Emergency Operations Center (EOC): When the emergency or crisis or planned event impacts a great geographical portion of the District and/or has numerous significant operational impacts beyond a school's or ROC's ability to manage, the L.A. Unified (EOC) may be activated. The EOC is responsible for coordinating resources and maintaining situational awareness Districtwide. For more information regarding the EOC, access the LAUSD EOP Handbook for Emergency Operations Center Responders. The school's Incident Commander will keep the EOC updated, in most cases through their Region and/or through the School Emergency Status Report (SESR).

3. Incident Command System

Schools will be notified if the SESR is activated and if schools are expected to update their status through the SESR. More information regarding SESR can be found at: https://sesr.lausd.net through the Principal's Portal.

It is recommended that team members and other District employees take Community Emergency Response Team (CERT) training. This hands-on disaster training is offered by local fire departments. LAUSD personnel can learn more about ICS by taking online video training courses STEPS 400, 420 and 421, available through MyPLN. Additional online emergency management classes appropriate for District employees are offered by the Federal Emergency Management Agency (FEMA) and are linked at https://www.lausd.org/fema.

Incident Command SEQUEIRA, WANDA; MEZA, NOVA

During an emergency, the Incident Commander (IC) is responsible for setting the response objectives and directing activities from a designated Command Post. All functions report to the IC. To effectively direct response actions, the IC must constantly assess the situation and develop and implement appropriate strategies. The IC must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. At a school, these functions are typically directed by the principal or designee as the Incident Commander. The principal is assisted in carrying out this role by a Public Information Officer and Safety Coordinator, as needed. The IC should use “management by objectives” by setting specific goals and objectives for the total response. The objectives should be SMART, which is an acronym for Specific, Measurable, Achievable, Relevant and Timely.

Planning/Intelligence Section CHAVEZ, MANUEL; GURUBEL, JAZMIN

During an emergency, the ICS Planning and Intelligence section uses various methods and resources to efficiently gather information, analyze and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under ICS, this function is supported by a Documentation/Communication position, who reports directly to the Incident Commander if a Planning/Intelligence Lead is not assigned. The ICS Planning and Intelligence Section also predicts future needs, observes trends, and constantly answers the following questions regarding the emergency:

- How big is this problem?
- Who is affected?
- What are we going to need in the next hour, day, or week?

Operations Section PRADO, ARTURO; ESCARZAGA, JAIME

Under ICS, all tactics for the emergency response are implemented under the Operations function. Many school site emergencies are complex enough for the Incident Commander to

assign an Operations Section Lead. This function is supported by staff reporting to the Operations Lead who have responsibilities such as rendering medical assistance, crisis intervention, search and rescue, site security, damage assessment, evacuations, access and functional needs support, and the release of students to parents. Within LAUSD, these activities are performed by the following teams:

- Triage Team
- School Site Crisis Team
- Search and Rescue Teams
- Access and Functional Needs Position
- Security/Utilities Team
- Fire Suppression/HazMat Team
- Assembly Area Team
- Request Gate Team
- Reunion Gate Team

Logistics Section GURUBEL, JAZMIN; KONTOLEFAS, CHRISTINA

The Logistics section manages resources and provides all incident support needs such as facilities, transportation, communications, and supplies/equipment. Logistics supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; and providing supplies, resources, equipment, and services, including food service and adjusting meal schedules and menus, as needed. Within LAUSD, these activities are performed by Supply/Equipment Team, Hygiene Team, and Transportation Support Team if activated and they report to the Logistics Section Lead. When the Operations Section needs something, they get it from the Logistics Section. Logistics works closely with the Planning and Intelligence Section to develop resources for future needs.

Finance/Administration SEQUEIRA, WANDA; MEZA, NOVA

The Finance/Administration function of ICS involves the purchasing of all necessary materials, tracking financial records, timekeeping for school site and responding District staff, and recovering school records after an emergency. They keep track of personnel time and costs, which are sometimes divided into two positions reporting to a Finance Section Lead.

3.2 Command Team

The Command Team is responsible for directing school emergency response activities. The Command Team is led by the principal or designee, who is the Incident Commander. The Command Team includes the school's Public Information Officer, the Safety Coordinator, and the Team Leads for each of the other four functions (Operations, Planning & Intelligence, Logistics, and Finance & Administration). The Incident Commander sets goals and objectives for the activities of all other teams.

Team Assembly Location

Inside: MPR

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Outside: Basketball Courts

3.2.1 Incident Commander SEQUEIRA, WANDA; MEZA, NOVA

The Incident Commander (IC), principal or designee, is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The only role of this person is to make decisions. Specific duties of the Incident Commander may include:

- Setting goals and objectives for the response team as a whole
- Assessing the situation periodically
- Directing the Command Team
- Determining the need for, and requesting, outside assistance
- Communicating with the Region Administrator of Operations and central office staff
- Working with the Region regarding any messaging about the incident to internal and external stakeholders

3.2.2 Public Information Officer SEQUEIRA, WANDA; MEZA, NOVA

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the PIO may include:

- Receiving updates and official statements periodically from the Incident Commander
- Posting approved messages to parents via Connect
- Maintaining a log of PIO actions and all school-site-based communications
- Updating/consulting with the Region PIO or central Communications office
- Interacting periodically with the media (with prior review/approval from the Region/District Communications Office)
- Under the guidance of the Office of Communications, preparing statements for dissemination to the public
- Ensuring announcements and other public information are translated into other languages as needed
- Monitoring news broadcasts about the incident and alerting the Region PIO and Office of Communications of any misinformation
- Monitoring social media for rumor control and misinformation (may be supported by PIO)

3.2.3 Safety Coordinator KONTOLEFAS, CHRISTINA; PRADO, ARTURO

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible. Specific duties of the Safety Coordinator may include:

- Checking periodically with the Incident Commander for situation briefings and updates
- Maintaining all records and documentation as assigned by the Incident Commander
- Monitoring drills, exercises, and emergency response activities for safety
- Identifying and addressing safety hazards

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- Ensuring that team members use appropriate safety equipment

Supplies and Equipment for Command Team

- School Emergency Response Boxes (REF-5450 School Emergency Response Boxes)
- Copy of the Integrated Safe School Plan and contact information
- Campus maps
- Staff cell phone lists
- Staff email lists
- Master keys (Note: Keys must be kept in a very secure location or with specific authorized individuals.)

Copies of staff and student rosters

- Hand-held two-way radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid kit for Command Team
- Clipboard, paper, pens
- Hard hat for each team member
- Vest or other position identifier
- Large campus map

3.3 Triage Team

The members of the Triage Team are responsible for:

- Performing triage/disaster aid in the event of large-scale emergency impacting the school community
- Assessing injuries and administering necessary medical assistance as indicated
- Ensuring that first aid supplies are available
- Ensuring that designated school site staff are trained in the administration of medical measures, as appropriate
- Setting up triage area and temporary morgue
- Keeping accurate records of care given and triage tagging each of the injured with name, address, injury, and any treatment rendered
- Reporting critical injuries or deaths immediately to Triage Team Lead
- Recording information on transport to hospital by first responders

Assignments

Triage Team Lead: MIRANDA, JESSICA

Backup Team Lead: HUFFMAN, SHEA

Triage Team Member:

Triage Team Member:

School Nurse: MIRANDA, JESSICA

Team Assembly Location

Inside: Conference Room

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3. Incident Command System

Outside: Handball Courts

Triage Team Lead

The Triage Team Lead is responsible for oversight and communication related to triage and disaster first aid training, preparation, and planning. The Triage Team Lead will also direct team activities and, in the event of a large-scale emergency impacting the school community, periodically interact with the Operations Section Lead to determine medical needs and planned actions.

Specific duties of the Triage Team Lead may include:

1) Ensuring triage areas are set up
2) Supporting team members to ensure adequate triaging of the injured
3) Ensuring all medical supplies are available for the team
4) Ensuring Triage Team performs secondary assessments and appropriate disaster medical care after triage is complete
5) Periodically keeping Operations Section Lead informed of overall status
6) Ensuring designated school site staff are trained in triage and disaster first aid techniques and priorities

Triage Team Members (Triage, Disaster Medical Assistance)

The members of the Triage Team are responsible for:

- Designating and setting up triage areas, including access for emergency vehicles
- Assessing injuries/performing triage and administering necessary disaster medical aid during a large-scale emergency impacting the school community
- Ensuring that disaster first aid supplies are available
- Setting up triage stations and the temporary morgue, ensuring that all medical supplies/equipment are accessible, including taking these items out during evacuations
- Keeping accurate records of care given and triage tagging each of the injured with name, address, injury, and any treatment rendered
- Reporting critical injuries or deaths immediately to Triage Team Lead
- Recording ambulance transport to hospital information
- Completing the Injury Report

In a large-scale disaster/emergency, it may be a while before patients can be transported for medical care. When possible, have students transported to the nearest emergency department approved for pediatrics (up to age 22) as listed in Step 4, under Additional Contacts of the online ISSP. It is best to have a staff member accompany each transported student; during an incident with many injuries, that may not be possible. Always note the name and transport destination for each person when they are transported.

Supplies and Equipment for the Triage Team

3. Incident Command System

Note: Staff/team members cannot re-enter buildings to retrieve supplies/equipment that are not stored in the emergency bin. Ensure that equipment is evacuated.

- Vest or position identifier
- First aid supplies
- Non-latex disposable exam gloves
- Triage tags
- Hand-held two-way radios
- Stretchers
- Blankets
- Wheelchairs
- Ground covers, tarps
- Patient record forms
- Site map
- Injury Report
- Automated External Defibrillators (AED)
- Epi-Pen
- Biohazard bag
- Sharps container
- Student medication

Related Training and Resources

- It is recommended that all Triage Team members have first aid, cardiopulmonary resuscitation (CPR)/AED, and epinephrine administration training. More details on AED and epinephrine administration policy are available in BUL-4480 Policy and Procedure for the Acquisition and Use of Automated External Defibrillators (AEDs) and BUL-114500 Administration of Epinephrine Auto-Injectors.
- Online training course STEPS 213, offered through MyPLN.
- Training information regarding CPR/AED and EpiPen is also available from the school nurse. Some CPR/AED information can also be found at lausd.org/CPR/AED; First Aid (and CPR) information is also available.
- The District is creating a Stop the Bleed training program. Details and updates are available here.

3.4 School Site Crisis Team

The School Site Crisis Team is responsible for addressing the mental health needs and social-emotional well-being of all students on campus during an emergency by providing Psychological First Aid (PFA) as needed, in the immediate aftermath of a critical incident or emergency, pursuant to the District's BUL-5800 Crisis Preparedness, Response and Recovery policy. PFA is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, or act of terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

Assignments

Crisis Team Lead: GOMEZ VASQUEZ, YAJAIRA

Backup Team Lead: LLAMAS-MENESES, MELINA

3. Incident Command System

Psychological First Aid Team Member (Primary): GOMEZ VASQUEZ, YAJAIRA

Psychological First Aid Team Member (Backup): LLAMAS-MENESES, MELINA

Team Assembly Location

Inside: Conference Room

Outside: Triage

Crisis Team Lead

The Team Lead is responsible for directing crisis responders and periodically interacting with the Operations Section Lead to identify concerns and report status. The Crisis Team Lead is also responsible for assigning personnel as needed, such as the Psychological First Aid Team Members, and ensuring appropriate training is provided. Supplemental online training courses STEPS 212 and 409 are offered through MyPLN.

Psychological First Aid Team Members

The members of the Psychological First Aid Team, with the guidance of the Crisis Team Lead, are responsible for monitoring the social-emotional safety and well-being of the students and staff in designated areas, such as the Assembly Area and Triage Area. Specific duties of the members of the Psychological First Aid members may include:

- Assessing needs and providing Psychological First Aid
- Providing reassurance and support to students
- Updating the number of students and staff in need of support
- Documenting students or staff who may need additional support in the days to weeks following the incident
- Coordinating with Logistics to provide water and food to students and staff when necessary
- Supporting other teams, as needed

Supplies and Equipment for the Psychological First Aid Team Members

- Vest or position identifier
- Hand-held two-way radio
- Ground cover and tarps
- First aid kit
- Paper, pens/pencils

3.5 Search and Rescue Team

The Search and Rescue (SAR) Team is responsible for preparing and performing search and rescue operations during an emergency when the fire department is delayed due to the nature of the disaster. There may be two or more SAR teams at a school, depending on the size and layout of the site. Each team must have four members, as they work in pairs for safety reasons. Supplemental online training course STEPS 214 is offered through MyPLN.

3. Incident Command System

Assignments

Search and Rescue (SAR) Teams Coordinator: CHAVEZ, MANUEL

Backup SAR Teams Coordinator: GURUBEL, JAZMIN

SAR Team 1 Members: HOUGH, MARCUS; BRAVO, MARICELA; ACOSTA, RICARDO; GOMEZ, MARGA

SAR Team 2 Members: MEDEL, MIGUEL; LAWLER, MARCELLA; MAGANA, GUSTAVO; ANGUIANO, SANDRA

SAR Team 3 Members: ; ; ;

SAR Team 4 Members: ; ; ;

Team Assembly Location

Inside: Conference Room

Outside: Emergency Bin

Search and Rescue Teams Coordinator

The Search and Rescue Teams Coordinator assigns each SAR team their specific areas and duties, records findings on maps and in logs, keeps the Operations Section Lead informed of overall status, and coordinates appropriate training. Specific duties of the Search and Rescue Teams Coordinator may include:

- Ensuring that each responding SAR team has four members and that those four members work in pairs for safety reasons
- Obtaining briefings from the Operations Section Lead, and the Assembly Area Team, noting missing students, identified damage and site hazards, and any other situations requiring SAR response
- Assigning and recording SAR teams based on available team members, maintaining four persons per team
- Updating teams' reports on site map and recording exact location of damage and triage tally

Search and Rescue Team Leads

Each Search and Rescue Team Lead is responsible for directing the activities of their assigned SAR team and apprises the SAR Teams Coordinator of the team's status and their findings throughout the search and rescue process. Specific duties of the Search and Rescue Team Leads may include:

- Obtaining briefings from the SAR Coordinator
- Directing search and rescue operations for their assigned team

- Reporting findings to the SAR Teams Coordinator during search and rescue operations.

Search and Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the SAR Team may include:

- Searching assigned area
- Reporting gas leaks, fires, or structural damage to SAR Team Lead upon discovery
- Rescuing trapped survivors on campus, if it is safe to do so
- Evacuating survivors who need assistance
- Working with the Security/Utilities Team and Fire Suppression/Hazmat Team to shut off gas or extinguish fires as necessary
- Reporting periodically to the Team Lead the location, number, and status/condition of injured or missing survivors
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms and outdoor areas which may have survivors
- Sealing off and posting areas where hazardous conditions exist
- Contacting Security/Utilities Team to secure the building from reentry after the search

Supplies and Equipment for Search and Rescue Teams

- Vest or position identifier
- Hard hat
- Work and non-latex gloves
- Eye protection
- Dust mask
- Whistle with master keys on neck lanyard
- Hand-held two-way radio
- Clipboard with job duties
- Map indicating search plan
- Fire extinguisher
- Water bib key
- Blankets
- Bolt cutters (for cutting security screens from around windows)
- Shovel
- Rope
- Triage tags
- Bucket or duffel bag
- Flashlight
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- First aid backpack/fanny pack (one team member wears it)
- Evacuation Chair (applies to multiple story schools and not to be stored in emergency bin)

Many of these materials are found in the search and rescue kit, which can be purchased through the LAUSD Warehouse.

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3. Incident Command System

3.6 Access and Functional Needs Position

Access and Functional Needs (AFN) position is responsible for ensuring that the needs of students and others on campus who have disabilities or other access or functional needs are considered throughout the ongoing development and execution of this plan. This includes ensuring existing procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973 and the annual evaluation of the ISSP to ensure appropriate adaptations for pupils with disabilities. The role also supports the principal if a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil, after an ISSP evaluation is conducted brings concerns about an individual pupil's ability to access disaster safety procedures described in the ISSP.

The AFN Team will coordinate activities with the Operations Section as needed. Planning efforts by this team include ensuring the availability of any necessary supplies and equipment and sharing plans and equipment locations with emergency teams and other staff who will further support the individuals with these needs during an emergency. Resources to support this team's work are available at: http://lausd.org/afn.

Assignments

Access and Functional Needs (AFN) Team Member: FLORES, ANGELICA

Backup Access and Functional Needs Position: GURUBEL, JAZMIN

Assembly Location

Inside: 2nd floor outside of Office area

Outside: Basketball Blacktop (designated area)

Roles and Responsibilities

The AFN position is responsible for ensuring the safety of students and adults with access and functional needs during drills and emergencies and facilitates the planning and preparation for appropriate support. The AFN position directs assistance activities and coordinates with the Operations Section to identify specific disabilities or access and functional needs of the school population, and also considers the potential needs of visitors. The position is responsible for ensuring that these individuals are safely evacuated and supported during drills and emergencies including by ensuring necessary adaptations are in place and by supporting the evaluation and ISSP modification process, as necessary. Related procedures are outlined in REF-5511 Completing and Updating the Integrated Safe School Plan.

Support:

For more tips and information on supporting students with access and functional needs, access LAUSD Emergency Preparedness for Students with Disabilities Tips and Checklist.

3. Incident Command System

Contact your Region's Special Education Administrator or the Office of Americans with Disabilities Act Compliance.

3.7 Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with the Operations Section as needed. The Security/Utilities Team shuts down heating and air conditioning units, gas, power, and water utilities as necessary to protect students and staff and to minimize damage to school facilities. The team must also coordinate closely with the Reunion Gate Team for gate access to safely reunite students with their parents or lawful guardians. This team may include campus aides, and members of the custodial and cafeteria staff.

Assignments

Security/Utilities Team Lead: ESCARZAGA, JAIME

Backup Team Lead: ALMANZA, JESSICA

Security/Utilities Team Member:

Security/Utilities Team Member:

Team Assembly Location

Inside: Conference Room

Outside: Traige

Security/Utilities Team Lead

The Security/Utilities Team Lead is responsible for directing team activities and interacting with the Operations Section Lead to identify problems and report status and coordinates appropriate training. The Security/Utilities Team Lead is also responsible for checking with the Operations Lead to ensure that local utility companies (water, electricity, gas, and sewer) are notified of outages and issues as needed.

Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is secured. They are also responsible for surveying all utilities and taking appropriate actions to shut off utilities, as needed. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking some gates when appropriate
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents
- Keeping students and staff out of buildings, as necessary

- Assisting at Reunion Gate, as appropriate
- Assessing and reporting damage to school facilities
- Checking water lines and shutting down water supply lines if leaking
- Checking gas meter/lines and, if gas is leaking, shutting down gas supply
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post

Supplies and Equipment for Security/Utilities Team

- Vest or position identifier
- Hard hat, gloves, and any personal protective equipment
- Master keys
- Hand-held two-way radio
- Copy of the school's emergency procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Site maps
- Diagrams of shut-off valves and switches

3.8 Fire Suppression/Hazmat Team

The Fire Suppression and Hazardous Materials (HazMat) Team is responsible for extinguishing small fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Operations Section. Team members complete the School/Site Preliminary Damage Report. Operating a fire extinguisher is covered in STEPS 201, available on MyPLN, and is strongly recommended training for this team.

Assignments

Fire Suppression and HazMat Team Lead: ESCARZAGA, JAIME

Backup Team Lead: ALMANZA, JESSICA

Fire Suppression and HazMat Team Member:

Fire Suppression and HazMat Team Member:

Team Assembly Location

Inside: Conference Room

Outside: Emergency Bin

Fire Suppression and HazMat Team Lead

The Fire Suppression and HazMat Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Fire Suppression and HazMat Team Lead is also responsible for gathering the School/Site

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Preliminary Damage Reports from the Team Members and having forms readily available to Operations.

Fire Suppression and HazMat Team Members

The members of the Fire Suppression and HazMat Team are responsible for extinguishing small fires, evaluating the potential release of chemicals during an emergency, observing the campus for damage and hazardous conditions, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the School/Site Preliminary Damage Reports will be submitted to the Team Lead. Specific duties of the members of the Fire Suppression/HazMat Team may include:

- Evaluating potential release of chemicals.
- Maintaining list of chemicals on site with map/storage location specifics.
- Identifying damaged areas on the School/Site Preliminary Damage Report. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires, as necessary. Use the proper extinguisher for the type of fire:
    1. Class A, B or C for ordinary combustibles
    2. Class B or C for fires involving flammable liquids
    3. Class C only for fires involving electrical equipment
- Posting yellow caution tape around damaged or hazardous areas

Supplies and Equipment for the Fire Suppression/HazMat Team

- Vest or position identifier
- Hard hat, work gloves and personal protective equipment
- Fire extinguishers and other fire-fighting equipment
- Hand-held two-way radios
- Master keys on lanyard
- Clipboard with job duties and School/Site Preliminary Damage Report
- Carry bucket or duffel bag with eye protection, flashlight, dust masks, yellow caution tape, and utility shut-off tools
- Site maps
- Absorbent materials
- Broom
- Dustpan
- Neutralizer
- Hazardous waste labels

3.9 Assembly Area Team

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Operations Section Lead. Operations will then relay reports of missing students to the Search and Rescue Team.

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3. Incident Command System

Assignments

Assembly Area Team Lead: ACOSTA, RICARDO

Backup Team Lead: MAGANA, GUSTAVO

Assembly Area Team Member:

Assembly Area Team Member:

Team Assembly Location

Inside: MPR

Outside: Basketball Courts

Assembly Area Team Lead

The Assembly Area Team Lead is responsible for directing team activities and periodically interacting with Operations to identify problems and report status. The Assembly Area Team Lead is also responsible for collecting the Missing Persons Report from team members and providing the report to the Incident Commander.

Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation and accounting of students, staff, and visitors during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students/adults from teachers or other personnel.
- Ensuring that students are orderly, stay with their class and are supervised so that they can be found quickly when parents arrive.
- Gathering Missing Persons Report from each teacher and other designated personnel and submitting forms to the Assembly Area Team Lead.
- Assisting the Reunion Gate Team as required.

Supplies and Equipment for Assembly Area Team

- Copy of Site Plot Plan and Vicinity Map showing designated on and off-site Assembly Areas
- Injury Reports and Missing Persons Reports
- Bullhorn
- Clipboard and pens for forms
- List of employees who were on campus (when incident took place)

3.10 Request and Reunion Gate Teams

Request Gate Team

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

3. Incident Command System

Assignments

Request Gate Team Lead: GALINDO, LESLI

Backup Team Lead: ROBLES DE SANDOVAL, MARIA

Request Gate Team Member:

Request Gate Team Member:

Team Assembly Location

Outside: Ernest Debs Park

Request Gate Team Lead

The Request Gate Team Lead is responsible for directing team activities and periodically interacting with the Operations Section Lead to identify problems and report status, coordinates appropriate training, and ensures that order is maintained at the Request Gate. The Request Gate Team Lead will refer all outside requests for information to the Public Information Officer. Supplemental online training course STEPS 419 is offered through MyPLN.

Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents/guardians/ designees, providing them with the paperwork authorizing the holders to reunite with their students at the Reunion Gate, and checking identification. Specific duties of the members of the Request Gate Team may include:

- Greeting and quickly directing arriving parents, guardians, or designees to the Request Gate.
- Providing reassurance to parents, guardians, or designees and maintaining order. The use of large signs showing the school status and student pick up protocol in all languages is suggested.
- Checking identification of those requesting to pick up students.
- Directing parents or guardians to the Reunion Gate.
- Dispatching student runners to the Assembly Area to escort students whose parents have come to claim them.

Supplies and Equipment for Request Gate Teams

- Keys to the Request Gate
- Student lists
- Office supplies –pens, paper, clipboards, and summons forms, etc.
- Signage for parents specifying the process and information needed for pick-up in the languages appropriate for the school
- Sign-making materials, including zip ties and tape
- Bullhorn
- Reunification forms (blue slips)

- Yellow caution tape, student runner I.D. lanyards, extra school radios, chalk, etc.

Mass Reunion Planning

The Request and Reunion Gate Teams need to have an expansion plan for a massive influx of parents. The following activities should be part of every school's Request/Reunion Gate preparedness program:

- Cross-train other teams to assist. When the Search and Rescue Team members are done with their assignment, they may be reassigned by the Operations Section Lead to assist the Request or Reunion Gate Team.
- Ensure that there are enough supplies (pens, forms, clipboards, etc.) for the additional Request Gate Team members so that additional stations can be opened.
- Have a plan to re-organize the Request Gate to divide the parents into smaller groups. They can be organized by grade level, small learning community or any other criteria that makes sense for the school. Ensure that there are sign-making supplies to allow for reorganization.

Reunion Gate Team

The Reunion Gate Team is responsible for compassionately reuniting parents or guardians with students. Reunion gate personnel should have a plan in place to notify parents about injured or deceased students, a highly sensitive issue. The team checks identification and will keep accurate records of students leaving the campus. Members of the School Site Crisis Team and Security/Utilities Team may be asked to assist the Reunion Gate Team. If a child is injured, it is recommended that the parents be invited to a private or secluded location, away from others, to be informed of their child's condition. It is suggested that a member of the School Site Crisis team stay with the parent and assist them.

Assignments

Reunion Gate Team Lead: DEHUMA TRIANA, PATRICIA

Backup Team Lead: RODRIGUEZ TREJO, SOCORRO

Reunion Gate Team Member:

Reunion Gate Team Member:

Team Assembly Location

Outside: Ernest Debs Park

Reunion Gate Team Lead

The Reunion Gate Team Lead is responsible for directing team activities and periodically

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interacting with the Operations Section to identify problems, request additional personnel, report status, and ensure order is maintained at the Reunion Gate. The Reunion Gate Team Lead will refer all media or other outside requests for information to the Public Information Officer. The Reunion Gate Team Lead is also responsible for collecting the Student Release Log from the Team Members and should have the forms readily available to Operations.

Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, or designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, or designees at the Reunion Gate and maintaining order.
- Verifying identification and authenticity of reunification forms.
- Verifying parent/guardian/designee is listed on the student's Student Emergency Information Form (student emergency card)
- Confirming students recognize the authorized adults who come for them and requiring adult to sign student out of school.
- Completing Student Release Log and submitting them to the Reunion Gate Team Lead.

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radios
- Tables and chairs
- Office supplies –pens, paper, clipboards, release forms, yellow tape, hanging clips, etc.
- Student rosters with class schedules
- Flashlights
- Keys to the Reunion Gate
- Student Release Log
- Student Emergency Information Forms (student emergency cards)

3.11 Supply/Equipment Team

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during an emergency. The team members should be familiar with emergency supplies cached in the emergency bin and any other campus location.

Assignments

Supply/Equipment Team Lead: CHAVEZ, MANUEL

Backup Team Lead: HOUGH, MARCUS

Supply/Equipment Team Member:

Supply/Equipment Team Member:

Team Assembly Location

Inside: Conference Room

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3. Incident Command System

Outside: Emergency

Supply/Equipment Team Lead

The Supply/Equipment Team Lead is responsible for directing team activities and keeping the Logistics Coordinator informed of overall status. Specific duties of the Supply/Equipment Team Lead may include:

- Distributing emergency water and food supplies.
- Supporting the hygiene team as necessary, to set up and maintain sanitation stations.
- Confirming supply/equipment needs for any persons with disabilities, access and functional needs fulfilled.
- Controlling conservation of water.

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Sanitation supplies
- Care and shelter supplies, including mylar blankets and pop-up canopies

Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food, sanitation, and other supplies and organizing the distribution of resources for immediate use. Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies
- Supporting the hygiene team as necessary, to set up and maintain sanitation stations
- Confirming supply/equipment needs for any persons with disabilities, access and functional needs fulfilled.
- Controlling conservation of water.

Supplies and Equipment for Supply/Equipment Team

- Hand-held two-way radio
- Keys
- Bullhorn
- Emergency water supplies - water carriers, cups, hand pumps, etc.
- Emergency food supplies
- Temporary power supplies
- Sanitation supplies
- Care and shelter supplies, including mylar blankets and pop-up canopies

3. Incident Command System

3.12 Hygiene Team

The Hygiene Team works under the Logistics Section Lead and is responsible for providing all necessary sanitation-related support.

Assignments

Hygiene Team Member: ESCARZAGA, JAIME

Backup Team Lead: ALMANZA, JESSICA

Hygiene Team Member:

Hygiene Team Member:

Team Assembly Location

Inside:

Outside:

Roles and Responsibilities

The Hygiene Team will oversee and maintain overall cleanliness during emergencies. Specific duties may include:

- Monitor and resupply handwashing stations
- Emptying and cleaning bucket toilets
- Disinfecting equipment

3.13 Transportation Support Position

The Transportation Support position works under the Logistics Section Lead and is responsible for coordinating bus transportation needs from the school if an off-site relocation or other transportation is necessary. Region Operations may also assist with this task. The position needs to also coordinate with the receiving site.

Assignments

Transportation Support Staff Member: DEHUMA TRIANA, PATRICIA
Backup Transportation Support Staff Member: RODRIGUEZ TREJO, SOCORRO

Assembly Location: Command Post

Roles and Responsibilities

The Transportation Support position is responsible for coordinating transportation assets and planning for an off-site relocation from the school. Specific duties may include:

- Periodically communicating with the Logistics Section Lead to provide updates as needed.
- Communicating to the Transportation Division the total number of students and staff to transport, number of people needing wheelchair tie-downs, lifts, or other specialized

support, if space is needed to transport necessary supplies and the exact pick-up and drop-off locations.
- Working with the receiving site and providing details about the number of people relocating and any assistance needed with supplies and services that the evacuating school cannot provide.
- Acquiring from the receiving site the specific location on campus where the evacuated school will be housed, where buses should drop off, and what gate will be used for reunification.
- Ensuring that a plan is in place and carried out to transport the School Emergency Response Box containing emergency cards and other essential records, first aid kits, food from the cafeteria, and other necessary items.
- Assist with the plan for systematic loading and unloading of students and supplies.
- Assist with clearing the campus as needed.
- Maintaining documents related to off-site evacuation.

Supplies and Equipment for the Transportation Support position

- Landline and/or cell phone
- Handheld two-way radio
- Map of area showing school and off-site relocation site(s)
- Student rosters showing attendance, classes and emergency information assigned to a bus number

3.14 Documentation/Communications Position

The Documentation/ Communications Position works under the Planning and Intelligence Section Lead and is responsible for maintaining a log of all emergency developments and response actions, and other necessary documentation. These records are extremely important to document what actions were taken by the school in response to the emergency.

Assignments

Documentation Staff Member: DEHUMA TRIANA, PATRICIA
Backup Documentation Staff Member: RODRIGUEZ TREJO, SOCORRO

Assembly Location: Command Post

Roles and Responsibilities

The Documentation/Communication position will maintain a log of the incident, noting all actions and reports, and filing them for reference. This position will also collect, organize, and analyze situation information and provide periodic updates. Specific duties may include:

- Periodically communicating with the Planning and Intelligence Section Lead for updates.
- Documenting all communications with the Region Operations Center (ROC) and outside agencies.

- Recording the number of students, staff, and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage, injuries, and medical needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining, and securing all emergency documentation.
- Monitoring email, internet, radio, and television news (as available) for general information about the emergency.
- Monitoring social media for information, including rumor control and misinformation.
- Sending Connect messages to parents and staff.
- Sending updates on social media accounts maintained by the school.
- Updating site maps as reports and other information are received.
- Preserving maps as legal documents.
- Using area map to record information on major incidents such as road closures, utility outages, etc. that may impact the campus.
- Developing situation reports for the Incident Command Team.

Supplies and Equipment for the Documentation/Communications Position

- Hand-held two-way radios
- File boxes
- Paper, pens, markers
- Chart paper and/or mobile white board
- AM-FM battery/solar radios
- School/Site Preliminary Damage Report
- Maps of event by the hour
- Access to Connect, internet, cell phones, etc.
- Laptop. Tablet, and/or cell phone with internet access
- Large site map of campus, laminated or covered with plastic
- Map of county or local area

3.15 Staff Accounting Position

The Staff Accounting position works under the Finance & Administration Section Lead and is responsible for maintaining accurate emergency time records for all site-based and itinerant employees. These records are extremely important to accurately portray costs of the disaster and for potential financial recovery documentation.

Assignments

Staff Accounting Staff Member: DEHUMA TRIANA, PATRICIA
Backup Staff Accounting Staff Member: RODRIGUEZ TREJO, SOCORRO

Assembly Location: Command Post

Roles and Responsibilities

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The Staff Accounting position will maintain time records for site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Keeping accurate time records of all staff members, indicating employee name, employee number, and hours/times worked specifically to address the disaster.
- Ensuring that District employees who are on site but do not usually time report to the school are accurately accounted for.
- Periodically communicating with Reunion Gate staff for records of all staff leaving or returning to campus.
- Filing, maintaining, and securing staff accounting documentation.

Supplies and Equipment for the Staff Accounting position

- File boxes
- Paper, pens, clipboards
- Employee timecards
- Blank timecards for certificated and classified staff
- Staff off-campus sign-in/out log
- Supplemental Attendance Report forms
- Time Reporting Instructions for Emergency Work
- List of Disaster Overtime Program Codes

3.16 Cost Accounting Position

The Cost Accounting position works under the Finance & Administration Section Lead and is responsible for maintaining a fiscal record of all school expenditures related to the disaster. Records include any supplies and equipment used, purchased, or rented by the school during the disaster as well as donations to the school during the disaster.

Assignments

Cost Accounting Staff Member: DEHUMA TRIANA, PATRICIA
Backup Cost Accounting Staff Member: RODRIGUEZ TREJO, SOCORRO

Assembly Location: Command Post

Roles and Responsibilities

The Cost Accounting position will maintain records for supplies and equipment site-based and itinerant employees and file them for reference. Specific duties may include:

- Periodically communicating with the Finance and Administration Section Lead to provide updates as needed.
- Maintaining cumulative site disaster cost records.
- Collecting and recording all cost data.
- Ensuring that inventory of expended emergency supplies is maintained.

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- Periodically communicating with the Supply/Equipment Team and Cafeteria Manager for updated inventory.
- Maintaining inventory and receipts of all items donated to the school during the disaster.
- Filing, maintaining, and securing cost accounting documentation.

Supplies and Equipment for the Cost Accounting position

- File boxes
- Paper, pens, clipboards, calculators
- Access to spreadsheet software and laptop
- Emergency supplies inventories

3.17 Emergency Supplies and Equipment

It is the responsibility of site administration to develop and implement plans to provide at school a minimum of a 72-hour supply of emergency water, food, first aid, search and rescue, sanitation, and other emergency supplies and equipment, as listed under each emergency team. Emergency supplies will be maintained in each classroom and in a centralized emergency container outdoors location: Handall courts

Emergency supply checklists are found in the ISSP appendices and the REF-5451 School Site Emergency/Disaster Supplies, which also includes guidance on procurement of emergency food supplies. Some recommendations regarding emergency food are available in the Food for School Disasters document. School administrators are responsible for ensuring emergency food is stocked at school sites; this function is separate from Food Services and the school cafeteria kitchen.

During an emergency, schools may not have access to electronic data and must instead refer to printed records. Schools should be prepared with critical printed materials; these are stored in the School Emergency Response Box (SERB) which is a central location for storing essential student records and other information needed to effectively manage a critical incident. It serves as a central portable emergency repository for critical information that can be easily accessed and used during an emergency or shared with first responders. (Note: The District shares the school's ISSP with local law enforcement agencies as per CA E.C. § 32281). Please access REF-5450 School Emergency Response Boxes for more details.

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3.18 School ICS Incident Command Team Chart

ORCHARD ACADEMIES 2B ICS INCIDENT COMMAND TEAM CHART

This chart can be expanded or abridged to meet the scope of the incident that is being managed

Incident Commander
1. SEQUEIRA, WANDA
2. MEZA, NOVA

Safety Coordinator
1.KONTOLEFAS, CHRISTINA
2.PRADO, ARTURO

Public Information Officer
1.SEQUEIRA, WANDA
2.MEZA, NOVA

This chart shows only the management organization for the school's response to an emergency.
Name #1 is the lead person responsible for each role
Name #2 is the alternate
The other staff members assigned to the emergency teams will report to the people listed on the chart.

Planning/Intelligence
1.CHAVEZ, MANUEL
2.GURUBEL, JAZMIN

Operations
1.PRADO, ARTURO
2.ESCARZAGA, JAIME

Logistics
1.GURUBEL, JAZMIN
2.KONTOLEFAS, CHRISTINA

Finance/Administration
1.SEQUEIRA, WANDA
2.MEZA, NOVA

Documentation/Communication (Optional)
1.DEHUMA TRIANA, PATRICIA
2.RODRIGUEZ TREJO, SOCORRO

Triage
1. MIRANDA, JESSICA
2. HUFFMAN, SHEA

Search and Rescue
1. HOUGH, MARCUS
2. BRAVO, MARICELA

Supply/Equipment
1. CHAVEZ, MANUEL
2. HOUGH, MARCUS

Staff Accounting (optional)
MAYEN, WENDY
LOPEZ-SALAS, MARISOL

Security/Utilities
1. ESCARZAGA, JAIME
2. ALMANZA, JESSICA

Assembly Area
1. ACOSTA, RICARDO
2. MAGANA, GUSTAVO

Transportation Support (optional)
1. FLORES, ANGELICA
2.GURUBEL, JAZMIN

Cost Accounting (optional)
DEHUMA TRIANA, PATRICIA
RODRIGUEZ TREJO, SOCORRO

Access and Functional Needs
1. FLORES, ANGELICA
2.GURUBEL, JAZMIN

Fire Suppression/HazMat
1.ESCARZAGA, JAIME
2.ALMANZA, JESSICA

School Site Crisis
1. GOMEZ VASQUEZ, YAJAIRA
2. LLAMAS-MENESES, MELINA

Hygiene
1. ESCARZAGA, JAIME
2.ALMANZA, JESSICA

Request Gate
1. GALINDO, LESLI
2. ROBLES DE SANDOVAL, MARIA

Reunion Gate
1.DEHUMA TRIANA, PATRICIA
2.RODRIGUEZ TREJO, SOCORRO

If no one is assigned to a position, the person who manages that position will also fulfill the duties of the unfilled position.
This chart is adapted for LAUSD, based on Incident Command System (ICS). Rev. 6/21/2023.

3. Incident Command System

3.19 School Site Crisis Team Chart

This chart shows the School Site Crisis Team organization, with positions, roles and responsibilities. Backup staff are to be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	BACKUP
Incident Commander	During a crisis, directs all crisis operations, verifies facts, contacts Region, and coordinates all crisis response & intervention services.	SEQUEIRA, WANDA	MEZA, NOVA
Crisis Team Lead	Coordinates all crisis team response, including triage, assessment, and crisis counseling for students, staff, & parents.	GOMEZ VASQUEZ, YAJAIRA	LLAMAS-MENESES, MELINA
Public Information Officer (PIO)	School spokesperson for an incident. Includes preparing Connect and other communications for staff and parents, identification of media locations and updates.	SEQUEIRA, WANDA	MEZA, NOVA
Psychological First Aid	Provides psychological/emotional support and crisis counseling for students, staff, & parents.	GOMEZ VASQUEZ, YAJAIRA	LLAMAS-MENESES, MELINA
Triage	Ensures supplies are accessible, evacuates and stages supplies, performs triage and provides medical assistance.	MIRANDA, JESSICA	HUFFMAN, SHEA
Security/Utilities	Ensures school site security, secures gates, and performs short-term repairs and shutoff of utilities, as necessary.	ESCARZAGA, JAIME	ALMANZA, JESSICA
Request Gate	Processes requests for student pick-up.	GALINDO, LESLI	ROBLES DE SANDOVAL, MARIA
Reunion Gate	Reunites students and parents at Reunion Gate.	DEHUMA TRIANA, PATRICIA	RODRIGUEZ TREJO, SOCORRO
Logistics	Provides all incident support needs such as facilities, transportation, communications, supplies/equipment, and food services; includes adjusting schedules and menus, as needed.	GURUBEL, JAZMIN	KONTOLEFAS, CHRISTINA
Documentation/Communications	Maintains log of incident actions and all documents associated with the emergency; maintains status board of incident actions, monitors phone calls, television, radio, and social media for information.	DEHUMA TRIANA, PATRICIA	RODRIGUEZ TREJO, SOCORRO

***The designated Crisis Team Lead and PIO should maintain ongoing communication and collaboration with the Incident Commander throughout the crisis response.**

3. Incident Command System

3.20 School Site Suicide/Threat Assessment Team Chart

This chart identifies the members of the suicide/threat assessment team and their responsibilities at the school site. Backup staff are to be identified for each team member in the event of an absence.

POSITION	ROLES & RESPONSIBILITIES	LEAD	BACKUP
Administrator	Takes charge of the suicide/threat risk incident, convenes the Suicide/Threat Assessment Team, designates specific roles to team members (securing campus safety, assessment, gathering information, documentation, etc.). Coordinates all information, referrals, safety planning, and monitoring. The Administrator may include the Principal, Assistant Principal, or Administrative Designee.	SEQUEIRA, WANDA	GOMEZ VASQUEZ, YAJAIRA
Suicide/Threat Prevention Liaison (STPL)	This behavioral health professional for student risk assessments supports gathering background information, including interviews and statements with the person(s) of concern, intended target(s), and witnesses. They provide mental health and trauma expertise in working with students and families. The Suicide/Threat Prevention Liaison may include Mental Health Consultant, Psychiatric Social Worker, Pupil Services and Attendance Counselor, Student Support Services Counselor, Psychologist, School Counselor, System of Supports Advisor, Nurse, or other appropriately credentialed behavioral health staff.	GOMEZ VASQUEZ, YAJAIRA	FLORES, ANGELICA
Behavioral Health Professional for Adults	This behavioral health professional for employee risk assessments supports gathering background information, including interviews and statements with the person(s) of concern, intended target(s), and witnesses. If the person of concern is a certificated employee, the behavioral health professional should be a LAUSD SHHS, Counseling,	GOMEZ VASQUEZ, YAJAIRA	FLORES, ANGELICA

3. Incident Command System

	Nursing, or Psychologist Administrator. If the person of concern is a classified employee, associated adult, parent/caregiver, or community member the behavioral health professional may be a Mental Health Consultant, Psychiatric Social Worker, Pupil Services and Attendance Counselor, Student Support Services Counselor, Psychologist, School Counselor, System of Supports Advisor, Nurse, or other appropriately credentialed behavioral health staff.		
LASPD Officer/Law Enforcement	Responds to situations of risk of violence to self or others. Provides technical support and consultation for assessments prior to and during the Multidisciplinary Threat Assessment Team meeting.	Officer Babaoka	Officer Babaoka

3. Incident Command System

3.21 School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency:

TITLE	NAME	WORK NUMBER
Principal	SEQUEIRA, WANDA	(323) 826-3900(323) 568-3100
Assistant Principal 1		
Assistant Principal 2		
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	DEHUMA TRIANA, PATRICIA	(323) 826-3904(323) 826-3900
Cafeteria Manager	ARCIGA, MARTINA	(323) 826-3905
Financial Manager	RODRIGUEZ TREJO, SOCORRO	(323) 826-3900
Plant Manager	ESCARZAGA, JAIME	(323) 826-3900
Custodian	ALMANZA, JESSICA	(323) 826-3904
Custodian Closest to Site	ESCARZAGA, JAIME	(323) 826-3900
First Person on Campus in AM	ESCARZAGA, JAIME	(323) 826-3900
Last Person on Campus in PM	ESCARZAGA, JAIME	(323) 826-3900

3. Incident Command System

3.22 School ICS and Emergency Teams

Details of team roles and responsibilities are located in the Emergency Teams section of the Online Integrated Safe School Plan.

POSITION	ROLES & RESPONSIBILITIES	SECTION LEAD	BACKUP
Incident Commander	Directs all emergency operations, verifies facts, contacts Region, and coordinates all response actions.	SEQUEIRA, WANDA	MEZA, NOVA
Safety Coordinator	Ensures that all emergency operations are conducted safely.	KONTOLEFAS, CHRISTINA	PRADO, ARTURO
Public Information Officer (PIO)	Official spokesperson for an incident. Prepares Connect and other communications for staff and parents, identifies media locations and updates.	SEQUEIRA, WANDA	MEZA, NOVA
Operations Section Lead	Manages all tactical operations at an incident.	PRADO, ARTURO	ESCARZAGA, JAIME
Planning Section Lead	Collects and evaluates information, analyzing for impact to school.	CHAVEZ, MANUEL	GURUBEL, JAZMIN
Logistics Section Lead	Provides all incident support needs such as transportation, communications, supplies/equipment, and food services.	GURUBEL, JAZMIN	KONTOLEFAS, CHRISTINA
Finance/Administration Section Lead	Manages all financial aspects and documentation of an incident.	SEQUEIRA, WANDA	MEZA, NOVA

Title/Role	Name
Triage Team	**Reports to Operations Section Lead**
Team Lead	MIRANDA, JESSICA
Member 2/Backup Lead	HUFFMAN, SHEA
Member 3	
Member 4	
School Site Crisis Team	**Reports to Operations Section Lead**
Team Lead	GOMEZ VASQUEZ, YAJAIRA
Member 2/Backup Lead	LLAMAS-MENESES, MELINA
Member 3	GOMEZ VASQUEZ, YAJAIRA
Member 4	LLAMAS-MENESES, MELINA
Search and Rescue (SAR) Coordinator	**Reports to Operations Section Lead**
SAR Coordinator	CHAVEZ, MANUEL

3. Incident Command System

SAR Backup Coordinator	GURUBEL, JAZMIN
Search and Rescue Team 1	**Reports to SAR Coordinator**
Team Lead	HOUGH, MARCUS
Member 2/Backup Lead	BRAVO, MARICELA
Member 3	ACOSTA, RICARDO
Member 4	GOMEZ, MARGA
Search and Rescue Team 2	**Reports to SAR Coordinator**
Team Lead	MEDEL, MIGUEL
Member 2/Backup Lead	LAWLER, MARCELLA
Member 3	MAGANA, GUSTAVO
Member 4	ANGUIANO, SANDRA
Search and Rescue Team 3	**Reports to SAR Coordinator**
Team Lead	
Member 2/Backup Lead	
Member 3	
Member 4	
Search and Rescue Team 4	**Reports to SAR Coordinator**
Team Lead	
Member 2/Backup Lead	
Member 3	
Member 4	
Access and Functional Needs Position	**Reports to Operations Section Lead**
Primary	FLORES, ANGELICA
Secondary	GURUBEL, JAZMIN
Security / Utilities Team	**Reports to Operations Section Lead**
Team Lead	ESCARZAGA, JAIME
Member 2/Backup Lead	ALMANZA, JESSICA
Member 3	
Member 4	
Fire Suppression / HazMat Team	**Reports to Operations Section Lead**
Team Lead	ESCARZAGA, JAIME
Member 2/Backup Lead	ALMANZA, JESSICA
Member 3	
Member 4	
Assembly Area Team	**Reports to Operations Section Lead**
Team Lead	ACOSTA, RICARDO
Member 2/Backup Lead	MAGANA, GUSTAVO

3. Incident Command System

Member 3	
Member 4	
Request Gate Team	**Reports to Operations Section Lead**
Team Lead	GALINDO, LESLI
Member 2/Backup Lead	ROBLES DE SANDOVAL, MARIA
Member 3	
Member 4	
Reunion Gate Team	**Reports to Operations Section Lead**
Team Lead	DEHUMA TRIANA, PATRICIA
Member 2/Backup Lead	RODRIGUEZ TREJO, SOCORRO
Member 3	
Member 4	
Supply / Equipment Team	**Reports to Logistics Section Lead**
Team Lead	CHAVEZ, MANUEL
Member 2/Backup Lead	HOUGH, MARCUS
Member 3	
Member 4	
Hygiene Team	**Reports to Logistics Section Lead**
Team Lead	ESCARZAGA, JAIME
Member 2/Backup Lead	ALMANZA, JESSICA
Member 3	
Member 4	
Transportation Position	**Reports to Logistics Section Lead**
Primary	FLORES, ANGELICA
Secondary	GURUBEL, JAZMIN
Documentation / Communication Position	**Reports to Planning Section Lead**
Primary	DEHUMA TRIANA, PATRICIA
Secondary	RODRIGUEZ TREJO, SOCORRO
Staff Accounting Position	**Reports to Finance/Admin Section Lead**
Primary	MAYEN, WENDY
Secondary	LOPEZ-SALAS, MARISOL
Cost Accounting Position	**Reports to Finance/Admin Section Lead**
Primary	DEHUMA TRIANA, PATRICIA
Secondary	RODRIGUEZ TREJO, SOCORRO
Manager of School Emergency Response Box	**Delivers Box Contents to Command Post As Needed**
Primary	FLORES, ANGELICA

3. Incident Command System

Secondary	GURUBEL, JAZMIN

4. Training and Exercises

4.1 Training and Exercise Expectations

All school staff shall be trained on the plan (CA E.C. § 32280). Everyone involved in the plan needs to know their roles and responsibilities before, during, and after an emergency. The Training and Exercises section describes the critical training and exercise activities the school will use in support of the plan. This includes the core training objectives and frequency to ensure that all staff members, as well as students, parents, and community representatives understand emergency roles, responsibilities, and expectations. This section also establishes the expected frequency of exercises to be conducted by the school. Content may be influenced based on similar requirements at the District and/or local jurisdiction level. Exercises may range from basic fire and shelter in place drills to full-scale community-wide drills that realistically portray an emergency event and show the role the school plays in school District and municipal planning.

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4. Training and Exercises

4.1.2 *Every School Safe*: Training Certification Table

This school year, our school has conducted the following mandated safety training modules:

Training Module Topic	Audience	Enter Training Date	Resources	Contact
Creating Welcoming Environments **Due 9/25/25**	All school employees	8/19/2025	Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents	9/24/2025		
	Students	9/17/2025		
Suicide Awareness and Prevention **Due 10/24/25**	All school employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents			
	Students			
Integrated Safe School Plan **10/3/25**	All School Employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Emergency Readiness (ISSP Public Meeting and School Emergency Team Assignments and Duties Training) **Due 10/31/25**	All school employees (School Emergency Team Assignments and Duties Training)		Principal's Portal	Office of Emergency Management 213-241-3889 oem@lausd.net
	Parents/community (ISSP Public Meeting)- presented in partnership with the SSC or School Safety Planning Committee			
Substance Use Awareness/Fentanyl **Due 11/21/25**	All School Employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.
	Parents			

4. Training and Exercises

	Students			net
De-escalation and Restorative Practices **Due 1/16/26**	Staff		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents			
	Students			
Administrative Investigations **Due 2/27/26**	School Administrators		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Breaking the Silence Child Abuse Awareness **Due 4/30/26**	All School Employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
Grooming and Online Grooming Awareness **Due 4/30/26**	Parents		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Students			
Cybersecurity **Due 5/29/26**	All school employees		Principal's Portal	Division of School Operations 213-241-5337 schooloperations@lausd.net
	Parents			
	Students			

4.2 District Documents Concerning Emergencies

For additional context for school site trainings, access LAUSD documents relevant to school emergencies on the LAUSD Emergency Documents page of the Office of Emergency Management (OEM) website.

4.3 Emergency Drills

To be adequately prepared, emergency drills should be executed and then documented at https://www.lausd.org/edrilleval. Training for all emergency procedures can be found through the STEPS program on MyPLN. The REF-5803 Emergency Procedures, Drills and Districtwide Exercises has more information on emergency response actions and required emergency drills. Emergency procedures are also in the Emergency Classroom Quick Guide. The principal should ensure these are reviewed and posted in all classrooms, offices, and common areas.

Four types of emergency drills are required as indicated in the table below, along with the required frequencies by school level. Schools are encouraged to foster relationships with and invite first responders to participate in drills. Schools must also participate in the radio test described in 4.3.5 below.

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4. Training and Exercises

Drill Frequency Table:

Type	Elementary	Middle	Sr. High and Adult
Fire	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per month at minimum, including summer school.	First week of school until proficient, then once per semester at minimum, including summer school.
Lockdown	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.	Within the first 30 days once per semester at minimum, including summer school.
Earthquake (Drop, Cover, Hold On)	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.	Once per month at minimum, including summer school.
Shelter in Place	Oral review or drill once per semester at minimum, including summer school.	Oral review or drill once per semester at minimum, including summer school.	Oral review or drill once per semester at minimum, including summer school.

Note:
Schools in the Tsunami Inundation Zone should also orally review tsunami protocols.
Review with only staff once per semester, the Rapid Relocation procedures for active shooter incidents meeting the specific criteria in BUL-5469 Lockdown and Rapid Relocation Procedures For All Schools.

4.3.1 Fire Drill

Signal:

(Most sites) Series of three and one half second pulses of electronic emergency horns, followed by a short pause; sequence repeats for at least three minutes.

For most fires, there is no Public Address (PA) system announcement, but the following drill announcement may be used preceding the fire alarm:

"Your attention, please. This is a fire drill. We need to evacuate all buildings when you hear the alarm. Teachers are to take their students and rosters to the Assembly Area and report to their designated section. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have exited."

Fire Drill Procedures

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Evacuate Building, Notifications and Student Reunification.)

4. Training and Exercises

Classroom Actions:

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the principal.
2. Familiarize yourself with the route your class will take before the drill begins.
3. When the signal is given, have students form a single line outside the classroom (form a double line for large classes).
4. Check to see that all students are out of the classroom. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Take student roster and close all doors to prevent the spread of smoke or fire.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single or double line in the designated Assembly Area.
7. Take and report attendance.
8. Wait for the “all clear” announcement or other signal and then return quietly to your classroom in single file.

All other personnel (not assigned to any emergency team): Report to Assembly Area for further instructions.

4.3.2 Earthquake Drill

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. There is typically no advance warning or signal given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal:

The signal for the drill is the following PA announcement.

“Your attention, please. This is a drill. As you are aware, we are experiencing some seismic activity. For everyone’s protection, all students should immediately follow drop, cover, and hold on procedures, which means you should be in a protected position under a table or desk. Hold this position until the shaking stops or you are given further instructions. This is a drill.”

Indoor Earthquake Drill Procedures

Classroom Actions:

(Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Drop, Cover and Hold on, Evacuate Building, Notifications and Student Reunification.)

1. Initiate the DROP, COVER and HOLD ON action as described in Section 6.4.
2. Drop to knees facing away from any windows.
3. Get under desks or tables and hold on to the furniture where possible.
4. Fold body onto floor with arms close to knees.

4. Training and Exercises

5. Place head as far as is possible between knees and grasp furniture leg; cover the crown of the head with the other hand.
6. Stay in this position until shaking stops.
7. Students will evacuate using the safest route or evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

Outdoor Earthquake Drill Procedures

1. Stay clear of buildings, power lines, light poles, etc.
2. Drop to the ground, cover head if possible and hold onto a stable object if available. If stable object is unavailable, place head as far as is possible between knees and cover crown of the head with hands.
3. Remain clear of obstacles and wait until the situation stabilizes and designated staff member gives all clear. Move to the Assembly Area. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

If an earthquake occurs during non-classroom hours i.e., passing periods, recess, or lunch, all persons will proceed to the Assembly Area and line up in the designated space. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.3 Lockdown Drill

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement, and it is necessary to prevent the perpetrator from entering any occupied campus areas. This action is to secure the school during police actions, campus intrusions, community incidents, or other real or perceived threats to the security of the school.

During a lockdown, students are to always remain in the locked classrooms or designated safe locations.

Signal:

The signal for the drill is the following PA announcement.

“Your attention please. This is a drill. There is a threat to your safety near the school and we are implementing a lockdown. For everyone’s protection, all students should go into the nearest classroom and lock the door. You should be in a protected position, away from doors and windows and anything that can hurt you. Hold this position until you are given further instructions. This is a drill.”

Lockdown Drill Procedures

Classroom Actions:

4. Training and Exercises

1. (Review additional courses of action taken during an actual emergency and which may be practiced during drills and are listed in Section 6, Functional Annexes. These include Accounting for All Persons, All Clear, Lockdown and Notifications.)When the announcement has been given, all classes will remain in their rooms. Ensure that classroom doors are locked.
2. Redirect any students in hallways or outdoors into the nearest classroom.
3. Physical education classes will proceed into the gym, auditorium, or multi-purpose room and follow the lockdown actions described below.
4. Move students to the most protected areas in the room and lock the door.
5. Have students stay away from doors and windows and sit on the floor (in some instances).
6. Close and lock all doors and windows. If safe to do so, cover all windows, including those in the door or adjacent sidelights by lowering blinds, closing slots, drawing curtains, or covering with paper.
7. If safe to do so, turn off lights, power equipment, appliances, and silence cell phones. All personnel must remain in the classroom until further instructions are received from official sources.
8. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
9. Remain in the secured room with all doors and windows locked, window blinds drawn, and lights off until further instructions are received from official sources.

4.3.4 Shelter In Place Drill

A Shelter in Place indicates an emergency that requires students and staff to remain inside and the ventilation needs to be turned off.

Signal:

The signal for the “Shelter in Place” drill is the following PA announcement.

“Your attention, please. This is a drill. Because we have received information regarding a hazard in the community, we are instituting shelter in place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under door or around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you. This is a drill.”

Shelter in Place Drill Procedures

1. When the announcement has been given, all classes will remain in their rooms.
2. Direct any students in hallways into the nearest classroom.
3. Physical education classes or other classes meeting outdoors will proceed into the gym, auditorium, or multi-purpose room.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.

6. Close all doors and windows and move students away from any sources of outside air. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off Heating Ventilation and Air Conditioning units/systems if advised.
8. Cover any vents or holes with posters, paper, or plastic. Use wet paper towels to fill gaps under doors or windows. Block the exchange of air to the outside by putting laminated posters over vents.
9. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.
10. Take and report attendance, as possible. Teachers are to account for any students with a cognitive disability who may not have understood the directions.

4.3.5 Radio Communications Test

Please see updates for the Districtwide Communications Test guidance on the Office of Emergency Management (https://www.lausd.org/drills) and the ITS-Radio Unit webpages. All District schools will have new handheld Emergency Radios in the 2025-2026 school year. All schools will have direct emergency radio contact with LA School Police Dispatch in emergencies when all other forms of electronic communications aren't available.

Please see updates on http://www.lausd.org/drills.

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5. Authorities and References

This section contains a list of laws, statutes, ordinances, executive orders, regulations, and formal agreements relevant to emergencies. It provides for the succession of decision-making authority and operational control to ensure that critical emergency functions can be performed in the absence of the school administrator.

5.1 Legal Requirements

CA E. C. § 32280-32288. Requires a comprehensive school safety plan developed with first responder input, identifying appropriate safety strategies relevant to the needs and resources of the school. It requires specific representatives from the school and community to be involved in the planning process, an update of the plan annually, and the adoption of emergency procedures and policies. Requires that school safety plans include (among other items) disaster procedures and an earthquake procedure system including protective measures to be taken during an earthquake, and detailed “drop” procedures. Also requires training of school staff on the plan. Recent changes also require a review process to ensure adaptations (accommodations) for disaster procedures are in place for pupils with disabilities; establishing a procedure to identify appropriate refuge shelter in the event of an evacuation order and a communication and evacuation plan in the event of an early notice evacuation warning.

CA E. C. § 35295-35297. Specifies the components of the earthquake emergency procedure system for schools of more than 50 students, public and private: a school building disaster plan; a drop, cover, and hold on procedure; protective measures to be taken before, during, and after an earthquake; and a program for training students and staff in the adopted earthquake system.

CA E. C. § 32288. School safety plans may include an action plan with input from law enforcement and may determine the fiscal impact of implementing the plan. School safety plans are to be created using existing resources and are not to be developed with private consultants.

CA Code of Regulations § 560. School principals are to formulate the disaster preparedness plan and submit it annually to the Superintendent for approval. Schools are required to test the plan twice a year, not including fire drills.

5.2 Other Related Laws

CA Government Code § 3100 (Disaster Service Workers’ Act). All public personnel, including school District employees and charter school employees, can be declared Disaster Service Workers. As Disaster Service Workers, employees can be held at the work site and assigned disaster relief activities to perform until released during a disaster declared by the President or the Governor or proclaimed by the Mayor.

CA E. C. § 17280, CA E. C. § 81130. Specifies stricter building codes for and more frequent inspections of public-school buildings. It applies to new construction of school buildings and later was amended to include mandatory retrofitting of older, existing school buildings.

5. Authorities and References

CA E.C. § 32040. Requires each school to have a first aid kit.

CA E. C.§ 32001. Schools must have a fire alarm system and sound the alarm and conduct a fire drill at least once every calendar month at elementary schools, at least four times a year intermediate, and not less than twice a year at secondary schools.

CA E. C. § 215. Requires school districts to implement a pupil suicide prevention policy and develop a training for all District employees to increase awareness about suicide. The policy must address high-risk (vulnerable) students, including youth bereaved by suicide, youth with disabilities, youth with mental illness or substance disorders, youth experiencing homelessness or in out-of-home settings such as foster care, and lesbian, gay, bisexual, transgender, or questioning youth.

19 CCR § 1.02 Establishes minimum standards for the prevention of fire and for the protection of life and property against fire, explosion, and panic.

8 CCR § 3221 Sets forth the procedures for Fire Protection Systems.

24 CCR § 1 Adopts the California Fire Code as part of the Code of Regulations. Also referred to as the California Building Standards Code.

5.3 LAUSD Related Policy

LAUSD policies and guidance documents regarding emergencies can be found on the Office of Emergency Management website: LAUSD Emergency Documents.

6. Functional Annexes

Functional annexes focus on critical operational functions and the courses of action developed to carry them out, independent of the threat or hazard requiring response. While these functions should be described separately, it is important to remember that many functions will occur consecutively and that multiple functions may be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and visitors function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

The REF-5803 Emergency Procedures, Drills and Districtwide Exercises contains detailed information on emergency response actions and required emergency drills.

Emergency procedures are also in the Emergency Classroom Quick Guide. The principal should ensure these are reviewed and posted in all classrooms, offices, and common areas.

Training for all emergency procedures can be found through the STEPS program on MyPLN. The LAUSD Staff/Responder Emergency Plan app is also available and includes 21 categories of emergency response procedures, all taken from the ISSP template.

School Closure: The Board has delegated the Superintendent of the Schools with the authority to close any LAUSD school due to concerns for the health and safety of students (Board Rule 1103).

To assist in planning for a school closure, schools can use the Essential Functions for Continuity of Service Form. Once the template has been filled out for all critical employees and functions, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of Service. The District is responsible for maintaining continuity of school functions during a prolonged school closure or during periods of increased absence of administrative staff and teachers. It must develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms). Each school, and all District offices, should have a Continuity of Service Plan in place and begin any necessary cross-training or information exchange in preparation for any possible emergency disrupting in-person instruction pursuant to CA E. C. § 41422 or CA E. C. § 46392. The District Continuity of Service Plan template for schools can be accessed here: Essential Functions for Continuity of Service at School.

Activate the school's Continuity of Service Plan in the event of an emergency disrupting in-person instruction Site administrators must consider how to carry on school operations without staff, for example, Payroll Clerk, Plant Manager, Cafeteria Manager, Coordinator, or Assistant Principal, as well as how school operations will change if students and staff are learning and working remotely. Every school should have a plan to make sure that important tasks normally performed by critical employees can still be completed when those employees are absent. School sites should have at least two people to fill in for missing critical coworkers.

6. Functional Annexes

Once the school's Continuity of Service Plan has been completed/updated for all critical employees and functions, the form should be saved and printed out to go in the Integrated Safe School Plan binder.

Continuity of instruction. When emergencies disrupt in-person instruction pursuant to CA E. C. § 41422 or CA E. C. § 46392, it is the District's responsibility to ensure continuity of instruction. During large-scale learning disruption, students may be absent for extended periods, sometimes weeks or longer. As a mitigation strategy, school dismissals, closures, or capacity limitations may be implemented.

The Division of Instruction (DOI) has established alternate modes of learning in the event of a large-scale learning disruption to the District's instructional services. The Division of Instruction will provide guidance to administrators and support the implementation of alternative learning processes.

Instruction may need to be delivered remotely or online. Schools and teachers should have lesson plans and assignments available on Schoology for students who are home for extended periods of time. Multiple methods of communicating lesson content to students and parents should be in place. Schools should ensure that students can:

- log on to Schoology and access class course(s) and assignments
- have necessary instructional materials
- access digital materials using Schoology, and
- use any other necessary technology.

Instructional delivery methods may include:

- using online learning tools, and District-purchased Digital applications
- allowing students to take home schoolbooks and class materials
- posting lessons with materials on school websites
- using Connect telephone messages
- broadcasting lessons via KLCS Channel 58
- utilizing approved education websites
- mailing printed materials to homes, as needed, and
- making printed materials available for families to pick up at school, if safe to do so

The Division of Instruction will provide updates and guidance to administrators. During emergencies, schools and families can visit https://www.lausd.org/learningcontinues for additional information. The Division of Instruction will also communicate with families through Connect, Schoology, and social media.

Attendance and Engagement: Refer to Attachment K, Pupil Services and Attendance: Tiered Attendance Intervention Strategies for Continuity of Services. These strategies include, but are not limited to, the following:

- Verify current contact information of the pupil.
- A plan for outreach from the school to determine the pupil's needs including connection

with health and social services

- Notify the Parent of lack of participation within one school day of the absence (non-attendance day) or lack of participation.
- Tiered reengagement strategies shall be documented in MiSiS.
    - For more information about tiered reengagement strategies, see Attachment K – Pupil Services and Attendance Tiered Attendance Intervention Strategies and or visit the Pupil Services website at https://www.lausd.org/pupilservices.

6.1 Accounting for all Persons

This action is taken to account for the whereabouts and well-being of all students, staff members, and visitors and is one of the first tasks that must be accomplished in any emergency.

Note: The below procedures are used to account for everyone after evacuating from school buildings. Schools should plan how to acquire this information, including accounting for visitors during a lockdown, shelter in place, or another emergency where everyone is inside. Methods may include MiSiS (for student attendance), email, calling the office via classroom phone, or hand-collected rosters/reports. Multiple methods should be planned for due to varied technology and safety factors in an emergency.

Accounting for all Persons Procedures

1. Teachers will take student rosters when leaving the building and account for their designated groups once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to list students/others as appropriate on attendance rosters and on the Missing Persons Report, Injury Report, and/or Supplemental Attendance Report.
2. Personnel working visitor check-in will take the visitor sign-in sheets and visitor stickers to the Assembly Area.
3. Assembly Area Team members will collect student rosters, Missing Persons Report, Injury Report, and Supplemental Attendance Report from teachers and submit them to the Assembly Area Team Lead.
4. The Assembly Area Team Lead will ensure that all visitors are accounted for, have a designated section of the Assembly Area away from students, and sign out when leaving campus.
5. The Assembly Area Team Lead will compile a master accounting of all persons on campus and make reports available to the Operations Section Lead and Incident Commander.

6.2 All Clear

This action is taken to notify staff and students that normal school operations can resume.

All Clear Procedures

1. The Incident Commander (principal or designee) will make the following announcement on the PA system, which signifies that the emergency is over. If the PA system is not

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available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. “Your attention, please. You may now return to your classroom and resume usual activities. Thank you all for your cooperation.”

2. The Incident Commander will convene the School Site Crisis Team if the incident was traumatic to the school community.
3. The Incident Commander will make a final notification update to District offices and parents.
4. The Incident Commander will complete an iSTAR to document the incident, including follow-up actions.
5. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

6.3 Crisis Response

A school crisis is a sudden, unexpected, or unanticipated critical incident that can pose a safety threat or disrupts the school day, interfering with teaching, learning, attendance, and behavior. Common reactions to a school crisis may include shock, confusion, and fear. Although individual students, staff, families, or other school community members may experience each crisis differently, school crises can have a broad and immediate impact on many students and adults.

Examples of crises that may impact schools include:

- An accident on or near the school grounds
- A violent incident at or near school
- The death of a student, staff or one of their family members by suicide or trauma
- The terminal illness of a student or staff member
- A natural disaster
- An act of terrorism

Because of such critical incidents and emergencies, students and staff may exhibit a variety of emotional reactions. As soon as the physical safety of those involved has been ensured, crisis responders can focus on addressing the social-emotional needs of students and staff. Online training about crisis events is available on MyPLN in STEPS courses 207 and 409.

OTHER IMPORTANT DEFINITIONS

Trauma

Trauma refers to an event or a situation where an individual fears for their life. In addition, they could have been seriously injured, witnessed violence, or tragically lost a loved one. Exposure to this type of trauma overwhelms the ability of that individual to cope.

Psychological First Aid (PFA)

PFA an evidence-informed supportive strategy to help children, adolescents, adults, and families in the immediate aftermath of traumatic events, disasters, and terrorism. PFA is designed to reduce the initial distress caused by these stressful events and to foster short-and long-term adaptive functioning and coping amongst students, staff, and parents/guardians.

MULTI-TIERED CRISIS RESPONSE TEAM MODEL

There are three tiers of crisis response: school site, Region, and District office. The basic structure of the multi-disciplinary support teams on all three tiers should be similar in their composition and incorporate District staff with experience in various areas of crisis. Crisis response begins at the school site level; the scope, severity and impact of an incident may activate the Region, District office, or a combination thereof.

Tier I: School Site Crisis Response

School site crisis teams are responsible for initiating crisis response, assessing the range of services needed, and providing direct intervention services. The School Site Crisis Team determines if there is a need for additional assistance from the Region crisis team. The School Site Crisis Team may be activated as part of the Incident Command System (ICS) Team during an emergency or disaster, or may be activated as a stand-alone team, depending on the incident.

Tier II: Region Crisis Response

The school site administrator/designee contacts the Region Operations Administrator(s) for support and assistance if the crisis response required is beyond the scope of what the School Site Crisis Team can provide. Assistance from the Region crisis response team includes consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Tier III: District Office Crisis Response

In collaboration with the Region Operations Administrator(s), the school site administrator/designee determines if there is a need for support from the central crisis response team. Assistance from the District office crisis response team includes consultation, providing direct intervention services, assistance with communications and memos, and guidance regarding strategies for recovery in the aftermath of the critical incident.

Crisis Response Procedures

1. As the Incident Commander, the principal or designee or designee activates the school ICS Team, including the School Site Crisis Team, which has primary responsibility for addressing the social-emotional well-being and safety of students in the aftermath of a critical incident.
2. The Crisis Team Lead will work with the Incident Commander to assess the impact and triage students, staff, and parents/guardians, as needed.
3. The Crisis Team will provide direct crisis intervention services, including the implementation of PFA.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator and request additional resources, as necessary.
5. The Incident Commander will direct the Planning and Intelligence Team Lead or other authorized user to open or update an iSTAR on the incident, documenting the actions of the Crisis Team.
6. The Crisis Team will advise and assist the Incident Commander to restore regular school functions as efficiently and quickly as possible.

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6. Functional Annexes

7. Crisis Team members will make every effort to limit exposure to scenes of trauma, injury, and death.
8. The Crisis Team will provide on-going assessment of needs and follow-up services as required.

School Site Crisis Response

Crises can impact various areas of the District. They can impact a school, multiple schools, offices and Regions, as well as departments within the District (e.g., Beyond the Bell Branch, Transportation Services Division, Food Services Division, Maintenance and Operations). The following are general preparedness, response, and recovery protocols for the administrator/designee to implement during any crisis in a school, District office, department, at District and school-related activities, and in all areas within the District's jurisdiction.

A. Preparedness
   1. Establish a Multidisciplinary School Site Crisis Team
   2. Schedule Regular Multidisciplinary Crisis Team Meetings
   3. Provide Opportunities for Training and Professional Development

B.
   The following are general procedures for the administrator/designee to respond to crisis situations.
   1. Ensure Campus/Office Safety
   2. Identify the Family Liaison(s)
   3. Determine the Facts
   4. Activate the Multidisciplinary Crisis Team
   5. Notify
   6. Assess the Crisis Response Need
   7. Develop a Response Plan

Psychological First Aid: Responding to Crisis Incidents

Psychological First Aid (PFA) is an evidence-informed approach for assisting children, adolescents, adults, and families in the immediate aftermath of a critical incident, disaster, act of violence, or terrorism. PFA is designed to reduce the initial distress caused by traumatic events and to foster short and long-term adaptive functioning.

For PFA handouts in multiple languages, visit School Mental Health.

1. **LISTEN** to what they say and how they act.
   - Address the feeling/behavior as soon as possible.
   - If a student wants to talk, be prepared to listen, and focus on what they say and how you can be of help.
   - Observe nonverbal communication. Remember that student may also show their feelings in nonverbal ways, such as increased behavioral problems or increased withdrawal.
   - Express compassion and calmness in your statements as well as nonverbal behaviors.
2. **PROTECT** by maintaining structure, stability, and consistency.

- Maintain daily routines, activities, and structure with clear expectations and consistent rules.
- Provide supervision and consistency to encourage successful outcomes.
- Give information that is accurate and age appropriate.
- Keep the environment free of anything that could re-traumatize the student.
- Validate the student's life experience.
- Maintain confidentiality as appropriate.

3. **CONNECT** through interaction, activities, and resources.
   - "Check in" with student on a regular basis.
   - Become familiar with learning support staff at your school (e.g., Psychiatric Social Worker, PSA Counselor, School Psychologist, Counselor, Nurse) and community health/mental health services. Make referrals to the appropriate resources who may offer support to student.
   - Encourage interactions, activities, team projects with friends and teachers.
   - Keep communication open with others involved in the students' lives (parents, other teachers, coaches etc.).

   Note: If you suspect child abuse and/or neglect, report to the appropriate child protective services agency, according to BUL-1347 Child Abuse and Neglect Reporting Requirements.
4. **MODEL** calm and optimistic behavior.
   - Model healthy responses by remaining calm, courteous, organized, and helpful.
   - Pay attention to your thoughts, feelings, and reactions about the event. Amid a crisis, students are often watching for verbal and nonverbal cues by the adults they are with, which may influence how students cope and behave.
   - Take constructive actions to assure safety.
   - Monitor conversations that students may engage in or hear.
   - Acknowledge the difficulty of the situation but demonstrate how people can come together to cope after such an event.
   - Practice self-care.
5. **TEACH** about normal changes that can occur when traumatized.
   - Student may have different reactions even to the same event.
   - Encourage students to identify and use positive coping strategies to help them after the event.
   - Help your students to problem solve to get through each day successfully.
   - Help students set small "doable" goals and share in these achievements as "wins." Note: With time and support, students generally do better. If they do not, they should be encouraged and taught to seek assistance from a parent/guardian or a school staff member.

6.4 Drop, Cover, and Hold On

This action is taken to protect students and staff from flying or falling debris and is commonly used during an earthquake or explosion.

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6. Functional Annexes

Drop, Cover, Hold On Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the principal may use other means of communication, such as broadcasting on the two-way radio. Classrooms should immediately implement Drop/Lock, Cover, and Hold On when they feel the shaking of an earthquake, even if there is no announcement or no ShakeAlert alert if your school is equipped with the ShakeAlert system which provides advance notice of an earthquake. The Incident Commander (principal or designee) should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention please. We are having an earthquake. Immediately Drop, Cover, and Hold On in a protected position under a table or desk. Hold this position until the shaking stops or you are given further instructions.”
2. If inside, teachers will instruct students to drop under their desks and cover their heads with their arms and hold onto the desk legs.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should try to be away from windows, but this should not delay anyone from implementing Drop, Cover, and Hold On.
5. Students with disabilities that do not allow them to get under furniture for protection should immediately Drop/Lock, Cover, and Hold On: lock the wheels on any wheelchairs and protect their head and neck with their hands.
6. The Incident Commander will follow Drop, Cover, and Hold On with evacuation to the assembly area (see section 6.5 Evacuate Building below) and notifications to the District and parents.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402.

6.5 Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building. It is most commonly used in response to a fire, after an earthquake (following Drop/Lock, Cover, and Hold On), or any emergency where the building and its contents are perceived to be a threat to student safety.

Evacuate Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication such as Connect mass notification. The principal or designee should calmly convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We need to evacuate all buildings. Teachers are to take their students and roll book to the Assembly Area and report to their designated

area. Students are to remain with their teacher. Teachers need to close the classroom door when all the students have left."

2. The Incident Commander will activate the fire alarm system as a signal to evacuate.
3. Designated emergency team members/staff will take medications and related documents, as well as other medical supplies/equipment such as first aid kit, AED, EpiPen and sharps container.
4. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned Assembly Area.
5. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers must list missing students on the Missing Persons Report and submit to the Assembly Area team.
6. Once assembled, teachers and students will stay in place until further instructions are given.
7. The Incident Commander will make appropriate notifications to the District and parents.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training that includes building evacuation is available on MyPLN in courses STEPS 201 and STEPS 401. Fire alarm system training is available on MyPLN in STEPS course 418.

6.6 Indoor Activities Schedule

At any time, a principal can implement an Indoor Activities Schedule to minimize outdoor student activity, to further protect school community from environmental discomforts, and for any reason, including weather-related, that meets the needs of the school.

Indoor Activity Schedules can be used during inclement weather. They can also be used during wildfires, when extra filtration provided when running the heating, ventilation, and air conditioning (HVAC) units is necessary.

Procedures

1. Close all doors and windows.

2. Run the air conditioner, as HVAC systems can improve air quality, due to better filtration than typical home systems.

The difference between Shelter in Place (see 6.11) and Indoor Activities Schedule is that the HVAC system should be on when implementing the Indoor Activities Schedule.

6.7 Lockdown

At any time, a principal can implement an Indoor Activities Schedule to minimize outdoor student activity, to further protect school community from environmental discomforts, and for any reason, including weather-related, that meets the needs of the school.

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Indoor Activity Schedules can be used during inclement weather. They can also be used during wildfires, when extra filtration provided when running the heating, ventilation, and air conditioning (HVAC) units is necessary.

Lockdown Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means of communication, such as broadcasting on the two-way radio or using runners, if it is safe to do so. The principal or designee should be calm, convey reassuring comments that the situation is under control, and give clear directions. “Your attention, please. We have an emergency and need to implement a lockdown. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside to the nearest building or classroom.”
2. If inside, teachers will instruct students to stay away from doors and windows, lock all doors and windows, and sit on the floor. Cover all windows, including those in the door or adjacent sidelights, by lowering blinds, closing slots, drawing curtains, or covering with paper.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium) and follow the listed lockdown actions above. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office the number of students in the room with them and their names.
4. If safe to do so, turn off lights, power equipment, appliances, and silence cell phones.
5. Teachers and students will remain in the classroom or secured area with all doors and windows locked, window blinds drawn, and lights off until further instructions are given by the principal or designee or law enforcement.
6. All entrances to the school are to be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.
7. The Incident Commander will call the Los Angeles School Police Department Watch Commander’s Office at (213) 625-6631. The Watch Commander will provide advice and support for the School Incident Commander by interfacing with municipal police and fire departments and sending an LASPD officer to the school.
8. The Incident Commander will make appropriate notifications to the District and parents.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

During an emergency, when the campus must be protected, parents/legal guardians will not be able to pick up their children until the school campus is declared to be safe by law enforcement. In these circumstances, students are sheltered in a secure location for their safety and will be released only when it is safe.

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6. Functional Annexes

Supplemental online lockdown training courses STEPS 203, 302, and 403 are offered through MyPLN.

Details are available in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools.

6.8 Notifications

Response actions should be accompanied by the following notifications:

- 911
- Los Angeles School Police Watch Commander's Office at (213) 625-6631
- Region Operations
- Connect messages to parents and/or staff
- Incident System Tracking Accountability Report (iSTAR)

6.9 Rapid Relocation (option ONLY for Active Shooter on Campus incidents)

More information is available in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools. Active shooter training for LAUSD schools is available from LASPD; for inquiries and to schedule the training, please send your request to activeshootertraining@laschoolpolice.gov. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

For suggested options for perimeter gate access during a Rapid Relocation, please access Attachment C in BUL-5469 LAUSD Lockdown and Rapid Relocation Procedures for All Schools.

Rapid Relocation Procedures

1. When the decision to perform a Rapid Relocation has been made, the School Incident Commander will:
    - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, only if the route is safe. Teachers/staff are to account for any students with a cognitive disability who may not have understood the directions. Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.
    - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.

- Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
- Refer to steps 6-10 below for additional Incident Commander actions.

2. In response to the school's notification, the LASPD Watch Commander will:
   - Research the nature of the event by contacting the area law enforcement agency, and LAFD . Some events may be easily explained to the School Incident Commander, others may be more complex.
   - Dispatch a field officer to the relocation point to advise and support the School Incident Commander.
   - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
   - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
   - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
   - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:
   - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.
   - Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
   - Maintain a perimeter at the off-site relocation point between the school population and others.
   - Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.
4. The Region Operations Coordinator will:
   Connect with the School Incident Commander in person, by phone or radio and provide resources from the Region that might include the following:
   - Dispatch the Region Crisis Team to the school relocation point.
   - Arrange for transportation assets and a receiving school so the students can be moved to a safe location at another school.
   - Send out a Connect message to parents from the Region office with additional information.
   - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the Region office.
   - Assist with reunification.

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5. The Triage Team will work with first responders and local authorities to ensure wounded students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All-Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

During an emergency, when the campus must be protected, parents/legal guardians will not be able to pick up their children until the school campus is declared to be safe by law enforcement. In these circumstances, students are sheltered in a secure location for their safety and will be released only when it is safe.

6.10 Relocation (Off-Site Evacuation)

This action is taken when authorities have determined that it is unsafe to remain on the campus and evacuation to an off-site relocation site is required. This may apply to situations, such as wildfire or tsunamis. These procedures do not apply during an active shooter incident or large hazardous materials release, all of which require more specialized procedures.

Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.

Relocation Procedures

1. The principal or designee becomes the Incident Commander and activates the school ICS Team. The Incident Commander will collaborate with the Region, LASPD, and local authorities to determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The required primary and back-up off-site relocation sites are indicated on the Vicinity Map in the online Integrated Safe School Plan and in the appendix of this plan. Teachers and students will stay together during the evacuation.
2. The Incident Commander will decide if it is more efficient to have classes systematically report first to a gathering point/staging area on campus, such as the auditorium, and evacuate everyone off the campus from that single location.
3. The Incident Commander will make the following announcement on the PA system. If the PA system is not available, the Incident Commander (principal or designee) will use other means. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We need to institute an off-site relocation. Teachers are to take their students, roll book, emergency supplies, and report to their designated off-site relocation point (or to the

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staging area, if evacuation will be by school bus instead of walking). Students are to remain with their teacher. Teachers are to lock the classroom after all students have exited."

4. If the site will be evacuating by school bus, the Incident Commander will activate the Transportation Support position to assist with planning and carrying out the evacuation, including the evacuation of necessary supplies, such as, water, first aid kit, medications and School Emergency Response Box, to support the school at the relocation site.
5. Teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
6. The Incident Commander will appoint a team of available staff to sweep the campus and check every room/location to ensure that the entire campus is evacuated. Attendance for students and staff must be taken.
7. Once assembled off-site, teachers will take attendance again and students will stay in place with their teacher until further instructions are given.
8. The Incident Commander will make appropriate notifications to the District and parents, including signage on gates indicating the relocation destination.
9. Once clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the campus, or initiate Request/Reunion procedures from the off-site location.
10. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

6.11 Shelter in Place

This action is taken to place and/or keep students indoors to provide a greater level of protection from airborne contaminants in the outside air or other hazards. Shelter in Place is implemented when there is a need to isolate students and staff from the outdoor environment and includes the shutdown of classroom and/or building heating/air conditioning systems. During a Shelter in Place, no one should be exposed to the outside air.

The difference between Shelter in Place and Lockdown is that a Shelter in Place involves the shutdown of heating, ventilation, and air conditioning (HVAC) systems and allows for the free movement of students within a building. However, students in bungalows and buildings with exterior passageways will have to remain in the classroom.

The difference between Shelter in Place and Indoor Activities Schedule is that Shelter in Place requires turning off the HVAC system.

An example of when schools may need to implement a Shelter in Place is when a nearby chemical manufacturer or refinery has an upset which releases hazardous contaminants into the air.

Shelter in Place Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS team, and will make the following announcement on the PA system. If the PA system is

not available, the Incident Commander (principal or designee) will use other means of communication, i.e., sending messengers to deliver instructions. The principal or designee should be calm, convey reassuring comments that the situation is under control and give clear directions. “Your attention, please. We are implementing a Shelter in Place, due to an air quality issue. Students and staff are to remain inside the building away from the outside air with windows and doors securely closed and heating and air conditioning units turned off. Please cover any cracks under exterior doors and around the windows with towels. Cover any vents to the outside. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, teachers will direct students to proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings (e.g., auditorium, library, cafeteria, or gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office of the number of students in the room with them, their names, and the names of any student who are not accounted for.
4. Teachers are responsible for securing individual classrooms and the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil, plastic wrap, or laminated posters, if possible; and turn off any sources of ignition, such as pilot lights.
5. The Incident Commander will make appropriate notifications to the District and parents.
6. The Incident Commander will monitor news media for information about the incident.
7. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action. Online training about shelter in place is available on MyPLN in courses STEPS 204 and 404.

6.12 Student Reunification

Student reunification is implemented to reunite students with their custodial adult after a critical incident or disaster (a significant fire, natural disaster, violence, school bus accident, etc.) that prevents a normal school dismissal.

Reunification Procedures

1. The Incident Commander or designee will direct the Request and Reunion Gate Teams to activate and report to their posts once the decision to initiate reunification procedures has been made.
2. The Request Gate Team will greet parents/guardians, check identification, check student emergency cards for authorization to pick up students, provide reunification paperwork to parents, and direct them to the Reunion Gate.

3. The Request Gate should generally remain locked during the reunification process to help control access. The Request Gate Team can pass clipboards to parents through the gaps in the gate fencing.
4. Message runners will notify the Assembly Area Team of the student to be escorted to the Reunion Gate.
5. The Reunion Gate Team will check parent/guardian identification, confirm student identity, and keep accurate records of students leaving the campus.
6. Members of the School Site Crisis Team may be asked to assist the Reunion Gate Team. If a child is injured or otherwise unavailable, it is recommended that the parents be invited to a private or secluded location and be informed of their child's condition away from others. It is suggested that a member of the School Site Crisis Team then stay with the parents and assist them.
7. The Reunion Gate should remain locked when student reunifications are not actively taking place.
8. Members of other School Emergency teams may be asked to assist with crowd control, providing information, and calming parents at either gate once finished with their primary emergency assignment.

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7. Threat and Hazard-Specific Annexes

The threat and hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in the functional annex need not be repeated in a threat or hazard-specific annex. These annexes were developed at the District level, based on risk analyses.

Use of Smartphones During Emergencies
During an emergency or perceived threat of danger, students will be able to access their smartphones when staff deem it safe for emergency use.

7.1 Active Shooter/Gunfire

More information is available in BUL-5469 Lockdown and Rapid Relocation Procedures for all Schools. Active shooter training for LAUSD school employees is available from LASPD. To request Active Shooter Training for LAUSD employees, please email activeshootertraining@laschoolpolice.gov. If there is a threat of violence to campus or gunfire is heard in the area, implement lockdown procedures.

An Active Shooter on Campus involves one or more individuals on school grounds who is armed with a firearm and has already killed or wounded someone with the firearm AND at least one of the following applies:

- Continues to shoot others
- Actively seeks or attacks others
- Has access to additional victims

7.1.1 Active Shooter Procedures

1. Upon first indication of an active shooter, personnel should immediately notify the principal or designee, who becomes the Incident Commander.
2. The School Incident Commander (principal/designee) will initiate a lockdown, the recommended appropriate emergency function.
3. The School Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location and nature of the incident. The School Incident Commander should designate a person to remain on the phone line with police if safe to do so.
4. The School Incident Commander activates the Incident Command (ICS) Team.

The Planning and Intelligence Team Lead will:

- Notify the Region Administrator of Operations and/or Operations Coordinator and request assistance.
- Prepare a message for parents to be sent on Connect.
- Prepare to communicate with classrooms using school phones, email, cell phones, or radios. Establish a means of keeping all classrooms informed.

The Operations Team Lead will:

- Ensure that perimeter gates are secured and that all students, staff, and visitors are safely secured behind locked doors.
- Begin the process of accounting for all students and staff.
- Staff should take steps to calm and control students with regular PA announcements and if safe to do so, attempt to maintain separation between students and the perpetrator.
- If there is an active shooter on campus as defined above and students are in imminent danger, the Incident Commander may initiate Rapid Relocation if that does not place students in the path of the gunman. This action may apply to the entire campus, or just an affected portion.

7.1.2 Rapid Relocation Procedures

1. The School Incident Commander will:
    - Encourage students and staff to quickly leave by any safe and available exit. If leaving campus, the established off-site relocation point is the preferred destination, if the route is safe. Note that all students/staff including those with access and functional needs should use the same route, which should be accessible to all, for relocation.
    - Inform the LASPD Watch Commander at (213) 625-6631 of the decision to leave campus and the destination. Keep Watch Commander updated with information about any students and staff who do not arrive at the designated relocation point.
    - Calm students, create a perimeter to separate the school population from others who may be present, and re-establish Incident Command teams with available staff.
    - Refer to steps 6-10 below for additional Incident Commander actions.
2. In response to the school's notification, the LASPD Watch Commander will:
    - Research the nature of the event by contacting the area law enforcement agency, and LAFD. Some events may be easily explained to the School Incident Commander, others may be more complex.
    - Dispatch an officer to the relocation point to advise and support the School Incident Commander.
    - Dispatch a field officer to the municipal Incident Command Post to interface with the municipal Incident Commander and gather intelligence for the schools.
    - Inform the School Incident Commander of what is known about the incident and provide the name and arrival time of the LASPD officers dispatched to the school.
    - Compile names and locations of those unable to get to the relocation point, and dispatch officers to facilitate rejoining the rest of the school population.
    - Provide point of contact for other District resources who need to know the location of the command post and open routes to the relocation point.
3. LASPD officers dispatched to the scene will:
    - Establish a liaison with the municipal Incident Commander and/or the Command Post/Unified Command/Watch Commander and determine the threat to the school and its immediate community.

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- Provide guidance to the School Incident Commander about the ongoing threat level to students and staff.
- Maintain a perimeter at the off-site relocation point between the school population and others.
- Patrol the area near the school to find students and staff who may have become separated from the group. Officers will communicate to the Watch Commander the names and locations of anyone found and assist in rejoining those separated with the rest of the school population.

4. The Region Operations Coordinator will:
   - Connect with the School Incident Commander in person, by phone or radio and provide resources from the Region that might include the following:
     - Dispatch the Region Crisis Team to the school relocation point.
     - Arrange for transportation assets and a second (receiving) school so the students can be moved to a safe location at another school.
     - Send out a Connect message to parents from the Region office with additional information.
     - Meet with parents at a safe staging location, outside the secured relocation point perimeter, and keep the parents informed using bilingual support staff from the Region office.
     - Assist with reunification.
5. The Triage Team will work with first responders and local authorities to ensure injured students and staff receive medical attention.
6. The School Incident Commander will prepare a verified list of any wounded, and the locations to which they were transported. The Incident Commander will confer with the School Site Crisis Team to ensure notification of parents and family members of the wounded.
7. All media inquiries will be referred to the designated Public Information Officer.
8. The School Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the School Incident Commander will initiate the All-Clear action.
10. The School Incident Commander will debrief with staff and school police officers.

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7.2 Aircraft/Vehicle Crash

This procedure addresses an aircraft or motor vehicle crash on or near school property. If a crash results in a fuel or chemical spill on school property, refer to Section 7.4 Biochemical/Hazardous Materials as needed.

Aircraft/Vehicle Crash Procedures

1. The principal or designee acts as the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building or Relocation.
2. If the Incident Commander issues the evacuate building action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 7.4 Biochemical/Hazardous Material.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Triage Team will check for injuries and provide appropriate medical assistance.
8. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. A Region representative will call the Region Public Information Officer with information on this situation as appropriate.
9. Any affected areas will not be reopened until the Los Angeles County Health HazMat or appropriate agency provides clearance and the Incident Commander issues authorization to reopen. Notify OEHS at 213-241-3199, if it is a fuel or chemical spill and M&O if building or site damage.
10. The School Site Crisis Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the Incident Commander will initiate an off-site relocation.
12. The Incident Commander will notify and update parents via Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

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7.3 Animal Disturbance

This procedure should be implemented when a dog, coyote, mountain lion, or other wild animal threatens the safety of students and staff.

Animal Disturbance Procedures

1. The principal or designee becomes the Incident Commander, activates the Incident Command Team, and initiates appropriate emergency functions, which may include Lockdown or Evacuate Building.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. Closing doors or locking gates is one means to isolate the animal.
3. If additional outside assistance is needed, the Incident Commander will call 911, School Police (213) 625-6631, LA City Animal Services (888) 452-7381, and/or the Department of Fish and Game (888) 334-2258 and provide the location of the animal and nature of emergency.
4. If a student or staff member is injured, the school nurse or Triage Team will provide treatment and notify parents of the injured.
5. The Incident Commander will initiate an off-site relocation only if conditions are persistently dangerous at the school.
6. The Incident Commander will notify and update parents via Connect if necessary.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.4 Biochemical/Hazardous Materials

A biological or chemical release involves the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Examples of releases within or adjacent to schools include the discharge of chemicals in a school laboratory, an overturned truck of hazardous materials in proximity to the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance:

- Multiple victims suffering from watery eyes
- Twitching
- Choking
- Loss of coordination
- Trouble breathing
- Other indicators may include the presence of distressed animals or dead birds.

There are three sub-categories involving the release of biochemical substances. Determine which category applies and then implement the appropriate response procedures listed below.

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7.4.1 Substance Released Inside a Room or Building Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Evacuate Building action. Staff will use designated routes or alternate safe routes to the Assembly Area, located upwind of the affected room or building. Students and staff from rooms exposed to contaminants need to be isolated from the rest of the school population.
2. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
4. The Incident Commander will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. The Incident Commander will notify and update parents via Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. clothing, extra uniforms, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evaluate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.4.2 Substance Released Outdoors and Localized Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS Team and will immediately direct staff to remove students from the affected areas to an area

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upwind from the release. The Incident Commander will, as necessary, initiate the Shelter in Place or Evacuate Building action.

2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The Incident Commander will call 911, School Police at (213) 625-6631, and the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the exact location and nature of emergency.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the air handling systems of affected buildings.
6. The Incident Commander will notify and update parents via Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. Persons who had direct contact with hazardous substances should wash affected areas with soap and water. Immediately remove and contain (in plastic bags) outer layer of clothing because it may be contaminated. You may use extra clothing or other items that you have on hand, such as, P.E. uniforms, extra clothing, and trash bags, to allow students to cover up. Do not use bleach or other disinfectants on potentially exposed skin. Students and staff whose skin touched the contaminant should be isolated from the rest of the school population. The Triage Team should evacuate and monitor exposed individuals.
9. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The team will provide the list to the Incident Commander and emergency responders.
10. The Incident Commander will complete the Biological and Chemical Release Response Checklist.
11. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
12. Any affected areas will not be reopened until the Los Angeles County Health HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.4.3 Substance Released in Surrounding Community Procedures

1. The principal or designee becomes the Incident Commander, activates the ICS team, and if they or local authorities determine that a potentially toxic airborne substance has been released, the Incident Commander will initiate a Shelter in Place.
2. Follow all Section 6.11 Shelter in Place procedures.
3. The Incident Commander will call the Office of Environmental Health and Safety (OEHS) at (213) 241-3199 and will provide the nature of emergency.

4. The Incident Commander will monitor local news for information about the incident and notify the South Coast Air Quality Management District (SCAQMD) at 1-800-CUT-SMOG or 1-800-288-7664.
5. The school will remain in Shelter in Place until the Los Angeles County HazMat or appropriate agency provides clearance, or staff is otherwise notified by the Incident Commander.
6. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

Online training about Shelter in Place is available on MyPLN in STEPS courses 204 and 404.

7.5 Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a school bus field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch by radio or 1-800-LABUSES or the nearest school.

7.5.1 Bus Earthquake Procedures

1. The driver will initiate the Drop, Cover, Hold On action for all persons on the bus.
2. The driver will stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. The driver will check for injuries and provide first aid as appropriate.
4. The driver will contact Bus Operation Dispatch to report the location and condition of students and the bus. Bus Operation Dispatch will contact and update the school principal and bus supervisors.
5. If it is safe, the driver will proceed to the nearest LAUSD school for possible shelter, upon arriving at the school, the driver is to notify the school principal or designee and remain with the children until further instructions are received from the principal or designee.
6. The principal or designee will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
7. The principal or designee will notify and update parents via Connect.
8. If instructed by the Bus Operations Dispatch or designee to continue the route, the driver will:
    - If enroute to school, continue to pick up students.
    - If dropping students off, continue to do so, provided there is a responsible adult at the bus stop to receive students in Pre-K through second grade and a designated adult for students with an IEP.
9. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
10. The driver will account for all students and staff throughout the emergency.

7.5.2 Bus Flood/Flash Flood Procedures

1. The driver will NOT drive through flooded streets and/or roads.

2. The driver will take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, the driver will stay in place until help arrives.
4. The driver will contact and update Bus Dispatch to report location and condition of students and the bus. Bus Operations will update the school principal or designee and bus supervisor.
5. The principal or designee will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. The principal or designee will notify and update parents via Connect.
7. In all instances, the driver will not attempt to cross damaged bridges or overpasses.
8. The driver will account for all students and staff throughout the emergency.

7.5.3 Serious Bus Crash or Bus Fire Procedures

1. The driver will park the bus in a safe location as directed by law enforcement or Transportation supervisor.
2. The driver will set the emergency brake and turn off the ignition.
3. The driver will initiate the Evacuation action for all persons on the bus in the event of a fire. Drivers should keep in mind:
   a. Bus fires can be controlled by using fire extinguishers.
   b. Most modern buses have an integrated fire suppression system to put out engine fires and can be activated by push of a button or automatically triggered by a fire.
4. When an accident occurs, the driver will check for injuries and provide appropriate first aid as deemed necessary prior to the arrival of emergency responders.
5. The driver will immediately notify School Bus Operations Dispatch if an accident has occurred. Injuries will be reported at that time as well as the exact location of the bus.
6. Upon notification of an accident with students on board a bus, School Bus Operations Dispatch will notify the California Highway Patrol (CHP) for assistance.
7. The driver will contact Bus Operations Dispatch to report any updates at the location and condition of the students. School Bus Operations Dispatch will then provide the necessary updates to District personnel.
8. The The principal or designee will notify the Region Administrator of Operations and/or the Operations Coordinator of the incident.
9. The principal or designee will notify and update parents via Connect.
10. The driver will stay with the disabled bus until help arrives.
11. The driver will account for all students and staff throughout the emergency.
12. The Bus Supervisor or other authorized user will open an iSTAR on the incident.

7.6 Demonstration/Walkout

A Demonstration/Walkout is any assemblage on or off campus by staff or students for the purpose of protest or demonstration. A demonstration or walkout that occurs without appropriate approvals is considered unauthorized and may be unlawful. Students are sometimes encouraged by protesters (in person or via social media) to participate in a demonstration as it passes by a school. Information is available in BUL-6320 Procedures for Handling Disturbances or Demonstrations on or Adjacent to School Sites.

Demonstration/Walkout Procedures: The principal or designee becomes the Incident Commander (IC), activates the school ICS Team, initiates the appropriate emergency function(s), and takes the following actions:

1. In anticipation of, or during a disturbance, disorder, or demonstration, key school personnel must be released and made available to assist the principal in class coverage and to implement the school emergency plans.
2. The principal (or designee) may contact other resources for additional assistance.
3. The principal shall contact the Region Operations Coordinator and determine what additional resources will be necessary to address the situation.
4. The Region Operations Coordinator, in consultation with the Division of District Operations, will contact additional District resources, such as: School Police, Office of Communications, Transportation, and/or Food Services.

The IC shall:

5. Inform students, in the presence of adult witnesses, that they should attend classes.
6. Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or the classroom.
7. If students leave campus, school site administrators do not have a legal obligation to protect the safety and welfare of the students. If the student demonstration or walk-out causes a disruption to the general public, local law enforcement may respond to the situation. Los Angeles Unified has no control over how local law enforcement will handle the situation.
8. As soon as possible, prepare a letter to notify parents of what occurred.

It is the responsibility of the IC to maintain adequate safeguards to ensure the safety and welfare of students, school personnel, and school property. If necessary, the IC must ensure that the school initiates a lockdown and, if a lockdown is initiated, the IC should take the following steps as appropriate:

9. Designate only one entrance and one exit for all persons entering or leaving the school site. The Security/Utilities Team will immediately proceed to this one entrance and one exit to control ingress and egress.
10. Do not allow the public or any unauthorized individuals or groups, including parents, to enter the campus.
11. Require each person entering the campus to sign his/her name and record his/her address, telephone number, and the time entered and departed.
12. Remind teachers to keep classroom doors locked and not release students for any reason.
13. Assign staff members to receive and direct all telephone calls related to the emergency. Provide designated persons with a script containing all information to be released.
14. Communicate and update staff using the school public address system, email, Connect, or other means as appropriate.

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15. Provide written updates or utilize faculty meetings to keep staff informed of developments. Also, identify key faculty members to help keep staff informed.
16. Maintain a “log” to record the date, time, and nature of each incident, names of the persons involved, reliable witnesses to the event, and description of the action taken. The Planning and Intelligence Team's Documentation Unit should keep this log.
17. Make plans for the school schedule and supervision program for the following day.
18. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
19. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.7 Disorderly Conduct

Disorderly conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the individual is armed, refer to sections on Lockdown or Active Shooter on Campus as appropriate. Information is available in BUL-5798 Workplace Violence, Bullying and Threats (Adult-to-Adult) and BUL-5799 Threat Assessment and Management (Student-to-Student, Student-to-Adult, Student-to-School). Online training about threats is available on MyPLN in courses STEPS 208 and 408.

Disorderly Conduct Procedures

1. Upon witnessing disorderly conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so. Witnesses should provide written statements for follow-up by the school administrator and/or School Police.
2. Staff will immediately notify the principal or designee.
3. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Lockdown, Evacuate Building, or Off-site Relocation.
4. The Incident Commander will call School Police at (213) 625-6631 and provide the exact location and nature of the incident. If determined to be appropriate, the Incident Commander will call 911.
5. If an immediate threat is not clearly evident, the Incident Commander or other staff member may attempt to diffuse the situation. Approach the individual in a calm, non-confrontational manner and request they leave the campus. Avoid any hostile situations.
6. If the individual is a student, every attempt should be made to notify the family (family members may provide useful information on handling the situation).
7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Connect, as necessary.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.

10. The Incident Commander and team will determine if activating the threat assessment/management team is warranted.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.8 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The below procedures should be implemented in response to all earthquakes, regardless of magnitude.

Online training about earthquakes is available on MyPLN in courses STEPS 202 and 402. Other resources are available through the OEM and STEPS websites.

7.8.1 Earthquake during School Hours Procedures

Note: Keep calm and remain where you are during the shaking. Assess the situation and then act. Remember, most injuries or deaths are caused by flying/falling debris.

1. Upon the first indication of an earthquake, teachers should direct students to immediately Drop, Cover, and Hold On. If your school is equipped with the ShakeAlert system which provides advance notice of an earthquake, you will immediately Drop, Cover and Hold On upon receiving an alert through PA system.
2. Students with disabilities that do not allow them to get under furniture for protection should immediately Drop/Lock, Cover and Hold On. They should lock the wheels on any wheelchairs and protect their head and neck with their hands.
3. When the shaking stops, the principal or designee becomes the Incident Commander, activates the school ICS Team, and initiates the Evacuate Building action. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students or any student that was left behind.
5. The Incident Commander will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
6. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The Triage Team will set up the triage stations, check for injuries and provide appropriate medical assistance.
8. The Incident Commander will direct the Planning and Intelligence Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.

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10. The Incident Commander will contact the Region Administrator of Operations and/or Operations Coordinator to determine additional actions that may be necessary. If the School Emergency Status Report (SESR) is activated, school conditions will be reported through this tool. Region personnel will communicate conditions to the District's Emergency Operations Center.
11. If SESR is not being used or not functioning, the Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
12. The Incident Commander will contact the Area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
13. Any damaged areas will not be reopened until the Area Facilities Team provides clearance and the Incident Commander gives authorization to do so.
14. The Incident Commander may initiate a Relocation if warranted by changes in conditions at the school.
15. The Incident Commander will direct the Planning and Intelligence Coordinator or another authorized user to open an iSTAR on the incident.
16. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.8.2 Earthquake during Non-School Hours Procedures

Note: These procedures should be followed only when some staff is on campus.

1. Upon the first indication of an earthquake, everyone on campus is to immediately Drop, Cover and Hold on. If your school is equipped with the ShakeAlert system which provides advance notice of an earthquake, you will immediately Drop, Cover and Hold On upon receiving an alert through PA system.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team as necessary, and will assess damages as safe to do so with the plant manager, to determine any necessary corrective actions. The school administrator may direct the Fire Suppression/HazMat Team to participate in the assessment.
   Note: Assessments must be conducted by teams wearing appropriate safety gear. Do NOT conduct assessments alone or unprotected, due to danger from possible building damage and the potential for aftershocks. Notify the School Police Watch Commander's Office at (213) 625-6631 that you are on campus before beginning a site assessment.
3. The Incident Commander should confer with the Region Administrator of Operations and/or Operations Coordinator and Maintenance and Operations personnel to identify the extent of damages and determine if the school can be occupied.
4. If the school cannot be occupied, the Incident Commander and Region Administrator of Operations will determine an alternate location for affected buildings and programs, and the Incident Commander will notify staff members and parents via Connect.

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5. The Planning and Intelligence Team will fill out a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.

7.9 Explosion/Risk of Explosion

There are four distinct incident types involving an explosion or risk of explosion. Determine which incident type applies and then implement the appropriate response procedures.

7.9.1 Explosion on School Property Procedures

1. In the event of an explosion, all persons should initiate Drop, Cover and Hold On or Take Cover if outdoors in an open area.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will call 911 and School Police at (213) 625- 6631 and OEHS at (213) 241-3199 to provide the exact location (e.g., building, room, area) and nature of emergency.
3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. The Region office will inform the Region Public Information Officer of the situation.
4. The Incident Commander will consult with available law enforcement and, considering the possibility of another imminent explosion, take appropriate emergency functions. Action may include Shelter in Place, Evacuate Building or Relocation. Evacuation may be warranted in some buildings on a campus, and other buildings may be used as shelter.
5. In the event of an evacuation, staff, and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
6. In the event of an evacuation, teachers will bring student roster and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions Teachers will notify the Assembly Area Team of missing students.
7. The Incident Commander will notify and update parents via Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. The Triage Team will check for injuries and provide appropriate medical assistance.
10. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
11. The Planning and Intelligence Team Lead will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
12. The Security/Utilities Team will secure the building entrance to prevent persons entering the school buildings.
13. If it is determined safe to enter affected areas, the Incident Commander will direct the Search and Rescue Team to initiate search and rescue activities.
14. The Incident Commander will contact the Area Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will

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maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.

15. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
16. Any areas affected by the explosion will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the Incident Commander gives authorization to do so.
17. The Incident Commander may initiate a Relocation if warranted by changes in conditions.
18. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.2 Risk of Explosion on School Property Procedures

1. If a school is notified by authorities of the risk of an explosion, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Drop, Cover and Hold On, Shelter in Place, Evacuate Building, or Relocation.
2. If the school administrator issues Evacuate Building action, staff, and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
4. The school administrator will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. The school administrator will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the fire department arrives.
7. The Incident Commander will advise the Search and Rescue Team to initiate rescue operations.
8. The Security/Utilities Team Lead will notify the appropriate utility company of any damages to water lines, sewers, power lines, and other utilities.
9. The Incident Commander will notify and update parents via Connect.
10. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
11. All affected areas will not be reopened until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues authorization to do so.
12. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the Region Administrator of Operations.

13. In the event of an explosion on campus, refer to procedures listed under Explosion on School Property.
14. The Incident Commander may initiate a Relocation, if warranted by changes in conditions.
15. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.3 Explosion or Risk of Explosion in Surrounding Area Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place response action.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building, area) and nature of emergency.
3. The Incident Commander will take further actions as needed or advised by authorities.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. The Incident Commander will notify and update parents via Connect.
6. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
7. The school will remain in a Shelter in Place condition until the Los Angeles County HazMat or appropriate agency provides clearance and the school administrator issues further instructions.
8. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.4 Nuclear Blast or Explosion Involving Radioactive Materials Procedures

A nuclear blast is characterized by a sequence of intense light and heat, air pressure waves, expanding fireball, and subsequent radioactive fallout. More information about incidents involving radioactive material is available in the resource In The Event of a Nuclear Incident: A Reference for Schools and on MyPLN in courses STEPS 205 and 405.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the Shelter in Place action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g., concrete walls, metal doors) between themselves and the source of the blast or explosion and should avoid sheltering near exterior windows.
3. The Incident Commander will notify 911 and School Police at (213) 625-6631 and provide details on the area and personnel affected at the school.
4. After the initial blast, ICS teams should provide medical assistance and extinguish small fires as needed.
5. The Incident Commander will ensure the prompt relocation of students from bungalow buildings and other non-permanent structures, upper floor(s), rooms with broken windows, and other damaged rooms without going outside if possible.
6. The Security/Utilities Team will turn off the school's main gas supply (refer to the Site Plot Plan in the ISSP for gas supply shut-off valve) and fans in the area; close and lock

exterior doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; cover windows, seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
8. The Incident Commander will notify and update parents via Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
11. At the Incident Commander's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water, without going outside.
12. The school will remain in Shelter in Place until the Los Angeles County Department of Public Health or other appropriate agency ends the Shelter in Place or issues relocation instructions. Authorities may advise relocation.
13. The Planning and Intelligence team will complete a School/Site Preliminary Damage Report and transmit it to School Police and the Region Administrator of Operations.
14. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.9.5 Explosive Device Threat/Suspicious Package

Response to an explosive device threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call, email, social media, or other means that may present a risk of an explosion. Information is available in the BUL-6460 Explosive Device Threats and Suspicious Devices.

7.9.6 Explosive Device Threat by Telephone Procedures

1. The call taker should attempt to keep the caller on the telephone as long as possible and alert someone else to call 911. The staff member calling 911 informs the operator of:
    - Nature of threat on phone line
    - Name of school
    - Phone number of line receiving threat
    - Name and contact information of staff member
2. The person answering the threat call should immediately inform the principal, and then use the Explosive Device Threat Form to gather and record information about the call.

Explosive Device Threat Form Questions include:

- Where is the explosive device (building, location)?
- When is it going to explode?
- What kind of explosive device is it? What does it look like?
- Who set the explosive device? Why was the explosive device set?
- What can we do for you to keep the explosive device from exploding?

- What is your name?
- How old are you?
- Where do you live?
- How can you be contacted?

In addition to the above questions, evaluate the caller's voice and background noise for characteristics such as:

- Caller Characteristics:
  - Gender
  - Age
  - Accent
  - Slurred/impaired speech
  - Recorded/disguised voice
  - Familiarity
  - Irrational/incoherent
- Background Noise:
  - Traffic
  - PA System
  - Typing
  - Other

3. The principal or designee becomes the Incident Commander, activates the school ICS team, and calls School Police at (213) 625-6631 who will advise the school. In most cases, School Police will direct the school to wait for officers to arrive and conduct an investigation. The Incident Commander, in consultation with School Police, will determine the appropriate emergency functions, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.
4. If the school discovers unusual or suspicious packages, boxes or foreign objects, all cell phones and hand-held radios of searchers should be turned off, as many explosive devices can be triggered by radio frequencies. If a suspicious object is found, report the discovery to the Incident Commander while the remaining team members attempt to secure the immediate area without touching or disturbing the object.
5. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
6. No attempt should be made to investigate or examine a discovered suspicious object.
7. The Incident Commander will notify and update parents via Connect
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. After the search, the Incident Commander will consult with Law Enforcement to determine any alteration to the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building, or Relocation.
10. When a suspicious object or explosive device is found, or if advised by Law Enforcement, the Incident Commander shall issue the Evacuate Building action. Staff and students will evacuate the building using safe routes to the Assembly Area.

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11. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
12. The School Site Crisis Team will convene on-site and begin the process of counseling and recovery.
13. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
14. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
15. After the incident is over, the Incident Commander will complete the Explosive Device Threat Report, submit a copy to LAUSD atwcoffice@laschoolpolice.gov, submit a copy to Region Operations, keep a copy at the school site, and upload it to the iSTAR created for the incident.

Explosive Device Threat – Other Means

If an explosive device threat is received via letter, email, social media, or other means, the principal will consult with LASPD to determine a course of action. The principal will make the appropriate notifications and take other actions as described above in Section II, Procedures for Explosive Device Threat – Telephone, D-P, as necessary.

7.9.7 Suspicious Package Procedures

1. If a suspicious package or other object is found on or adjacent to campus, the principal or designee should be immediately alerted.
2. The principal or designee becomes the Incident Commander, activates the school ICS team, and will direct volunteer members of the Security/Utilities Team to attempt to secure the immediate area without touching or disturbing the object. All cell phones and hand-held radios in the vicinity of the suspicious package should be turned off, as many explosive devices can be triggered by radio frequencies.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and provide the exact location (e.g., building, room, area) and description of the suspicious package.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident.
5. No attempt should be made to investigate or examine the object.
6. The Incident Commander will notify and update parents via Connect.
7. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
8. The Incident Commander will consult with Law Enforcement and determine the appropriate emergency function, which may include Drop, Cover and Hold On, Lockdown, Evacuate Building or Relocation.

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9. If Evacuate Building is initiated, staff and students will evacuate buildings using the safest routes to the Assembly Area. Routes may be different than usual evacuation routes.
10. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The School Site Crisis Team will convene and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.
13. The Incident Commander may initiate an off-site relocation if warranted by changes in conditions.
14. After the incident is over, the Incident Commander will complete only section II (Report by Principal) of the Explosive Device Threat Report, submit a copy to LASPD at wcoffice@laschoolpolice.gov, submit a copy to Region Operations, keep a copy at the school site, and upload it to the iSTAR created for the incident.

7.10 Fire

A fire impacts a school if it occurs on campus or in an off-campus location near the school. Take appropriate Evacuate Building or Shelter in Place measures to protect students and staff.

7.10.1 Fire on School Grounds Procedures

This procedure addresses a fire discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Online training about fires is available on MyPLN in courses STEPS 201 and 401. Online training about fire alarm systems is available on MyPLN in course STEPS 418.

1. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, activate the fire alarm, and report the fire to the school administrator.
2. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will immediately initiate the Evacuate Building action. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. The Incident Commander will call 911 and School Police at (213) 625-6631 and will provide the exact location (e.g., building, room, area) of the fire.
4. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the fire. Region personnel will contact the Region Public Information Officer with information on this situation.
5. Teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for

any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.

6. If needed, the Fire Suppression/HazMat Team should suppress small fires with extinguishers for the protection of students and staff as it is safe to do so, until the Fire Department arrives.
7. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The Incident Commander will notify OEHS at (213) 214-3199 that a fire occurred.
10. The Incident Commander will notify and update parents via Connect.
11. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
12. If needed, the Logistics Team Lead will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
13. Any affected areas will not be reopened until the Los Angeles City or County Fire Department, or appropriate agency provides clearance, and the school administrator issues authorization to do so.
14. For fires during non-school hours, the Incident Commander and the Region Administrator of Operations will assist in the determination of whether the school opens the following day.
15. All fires that are extinguished by school personnel, regardless of their size, require a call to the Fire Department to indicate that the “fire is out.”
16. The Planning and Intelligence Team will complete a School/Site Preliminary Damage Report and transmit it to the School Police and Region Administrator of Operations.
17. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.10.2 Fire in Surrounding Area Procedures

This procedure addresses a fire discovered in an area adjoining the school or a wildfire that impacts the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency functions, which may include Shelter in Place, Evacuate Building or Relocation.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will provide the location and nature of emergency.
3. The Incident Commander will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The HazMat/Fire Team will contact the local Fire Department and will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.

5. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Exercises.
6. In addition, the principal can determine air quality by accessing the Los Angeles Unified Know Your Air Network. The network consists of over 200 air quality sensors deployed at school sites and facilities throughout the entire 710 square-mile District to show local conditions in real time. Every school in Los Angeles Unified has a network sensor nearby (within approximately 1.6 miles), allowing all schools to determine air quality by looking at the nearest sensors. The network can be accessed at https://www.lausd.org/knowyourairnetwork.
7. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the incident. Region personnel will call the Region Public Information Officer with information on this situation.
8. If the Incident Commander issues the Evacuate Building action, staff and students will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
9. The Incident Commander will notify OEHS at (213) 241-3199 of the fire.
10. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
11. The Incident Commander or Public Information Officer will monitor local news outlets and initiate further actions as appropriate.
12. The Incident Commander will notify and update parents via Connect.
13. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
14. If needed, the Logistics Team Lead will notify Bus Dispatch 1-800-LABUSES to request buses for staff and student evacuation.
15. The Incident Commander will initiate a Relocation if warranted by changes in conditions.

Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will update the school community.

7.11 Food/Beverage/Water Contamination

This procedure should be followed if site personnel report suspected contamination of food or beverages served for the various food programs. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or beverage supplies, or if notified of possible food contamination by Central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses. Online training about food safety is available on MyPLN in course STEPS 417.

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Note that the Food Services Division will support with the procedures related to food and beverages that they serve.

Suspected Contamination of Food/Beverage/Water Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will isolate and secure the suspected contaminated food/beverage/water to prevent consumption, and will restrict access to the area.
2. The Incident Commander will notify:
   - 911
   - School Police (213) 625-6631
   - County Department of Health Services (213) 974-1234
   - Office of Environmental Health and Safety (213) 241-3199
   - Food Services Division (213) 241-2993 or (213) 241-6419
   - District Nursing Services (213) 202-7580
   - Region Administrator of Operations and/or Operations Coordinator
3. The Planning and Intelligence Team Lead will make a list of all potentially affected students and staff and provide the list to responding authorities.
4. The Triage Team and/or school nurse will assess the need for medical attention and provide medical assistance as appropriate.
5. The Planning and Intelligence Team Lead will maintain a log of affected students and staff and their symptoms, the food/beverage/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The Incident Commander will confer with the Los Angeles County Department of Health Services before resuming normal operations.
7. The Incident Commander will notify and update parents via Connect.
8. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
9. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

The Food Services Division will conduct their own investigation if the contaminated food/beverage originated from the cafeteria. A Quality Control Incident Form is completed by the cafeteria manager and submitted to a Nutrition Specialist at the Food Services Division central office within 24 hours. He/she reviews the form, notifies the vendor from which the contaminated food/beverage originated, and has a sample of it picked up from the school to undergo laboratory testing. The lab results take 2-5 working days. If tests show positive for food-borne illness, Food Services reports the findings through iSTAR and to OEHS for direction and follow-up.

For cases involving water contamination, as well as non-cafeteria food and beverage spoilage or contamination, OEHS will support the school with proper protocol.

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7.12 Public Health Emergency

The District's pandemic strategic plan is available here: LAUSD COVID-19 Compensatory Education Plan.

A Public Health emergency involves an infectious disease outbreak or a pandemic which requires a large-scale emergency need for medical health care services. A pandemic is the worldwide spread of a new disease, according to the World Health Organization. A pandemic occurs when a new virus emerges for which there is little or no immunity in the human population, begins to cause serious illness, and then easily spreads person-to-person worldwide. A Public Health emergency is often due to an influenza outbreak or other infectious disease that affects a school community. These incidents can also be more local and contained such as a suspected tuberculosis or measles outbreak at a school. During a suspected Public Health emergency, the principal or designee will consult with District Nursing Services at (213) 202-7580 and Student Medical Services at (213) 202-7590. Online training about Public Health emergencies is available on MyPLN in course STEPS 416.

During a large-scale Public Health emergency, the District will mobilize designated staff for a uniform, systemic, and comprehensive response. Both District and local level Operations staff will serve a critical role in gathering and dissemination information and supporting schools. L.A. Unified recognizes the authority of the Los Angeles County Public Health Officer in matters related to a disease outbreak or other Public Health crises and will work cooperatively with the Health Officer to prevent, mitigate, and respond to cases. The Health Officer and Public Health disease control specialists will evaluate the local situation and determine actions necessary to control the disease outbreak in schools and in the community. Health Officer Orders, guidelines and instructions will be continually revised and updated as the outbreak is tracked in the county. Illness may spread rapidly or slowly, may vary among communities locally, nationally, and worldwide, and the outbreak may persist over several months or even years.

During Public Health emergencies, schools may be approached by parents, teachers, and staff who are concerned about the health and safety of students. Specific details and updates including mitigation efforts and County orders will be provided on an ongoing basis as events evolve and directives change. It is imperative that the most updated information be sought and implemented. These will be shared through multiple means, including email, Connect messaging, KLCS, official District social media, virtual town halls, or other forums.

In a disease outbreak or pandemic, information materials may include:

- Letters to parents, teachers, and staff with instructions and risk communication information as issued by the Public Health Department's Health Officer.
- Brochures, infographics, and other informational materials.
- Frequently Asked Questions (FAQs).
- District webpages, maintained with links and updated information as knowledge evolves about the pandemic.

Healthy Habits to Reduce Public Health Emergency Impact

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7. Threat and Hazard-Specific Annexes

Schools can reduce the impact and spread of an infection by reinforcing basic healthy habits. Follow and promote the below practices and be aware that additional specific measures may be required to address the circumstances of the public health emergency. These practices include:

- Wash hands often. Require that all employees and students wash their hands with soap and water for at least 20 seconds after visiting the restroom or changing diapers/toileting, before and after eating and after handling animals or animal waste. If soap and water are not available, schools can purchase approved sanitizer from the District Warehouse. Schools must stock adequate hand-washing supplies for all restrooms.
- Cover nose and mouth when coughing or sneezing. Germs are spread when people cough and sneeze. Require that students cough or sneeze into a tissue or, lacking that, into a sleeve or elbow. Classrooms should be stocked with tissue to facilitate this activity.
- Get vaccinated. Vaccination can drastically reduce the chance of contracting many diseases.
- Routinely clean and disinfect surfaces. Cleaning with soap and water removes dirt and most microorganisms. Using a disinfectant kills additional disease-causing germs. All common surfaces should be disinfected frequently with an approved product. A list of District-approved products is available through the LAUSD's Office of Environmental Health and Safety website.
- Stay at home if you are ill or have signs or symptoms of an infection. Students who become ill while at school should be sent home as quickly as possible. Note that for some infectious diseases, infected individuals may not present any symptoms or symptom manifestation may be delayed.
- Exclude from all school activities students and staff who are symptomatic. In the event of any Public Health outbreak, limit contact with people who are symptomatic. This means that students and staff who come to school with noticeable symptoms such as an elevated temperature, cough, runny nose, or other symptoms common for that outbreak, should be separated from the general school population and sent home until they recover. Students who develop these symptoms at school should be isolated to contain germs, and then sent home with a parent or guardian.
- Handle and prepare food properly. Buy and refrigerate perishable foods quickly. Store food properly. Wash hands, kitchen surfaces, and utensils while preparing food. Wash raw foods and vegetables.
- Avoid exposure to all blood and other body fluids. Use gloves and practice thorough and frequent handwashing.
- Waste Disposal: Schools should carefully dispose of waste. A container lined with a biohazardous bag marked with the international biohazardous symbol is recommended for disposal of waste containing blood or any bodily fluid spills that may contain blood. This waste should be double-bagged. If needles, syringes, or lancets are used in the school setting, arrange for an appropriate Sharps container. The container must have the proper Sharps waste label attached. Place intact needles and syringes in the

designated Sharps container. Do not bend or break needles. Do not recap needles. Once sharps containers are ¾ full, it needs to be closed and disposed of into a consolidated bin. On site medical staff are responsible for disposing sharps container(s) into labeled sharps consolidation bin. Contact Nursing Services for directions about disposal of these types of contaminated materials. Also reference OEHS' Disposal Procedures for Hazardous Waste and Universal Waste (REF-4149 Disposal Procedures for Hazardous)

Continuity of instruction. When emergencies disrupt in-person instruction pursuant to CA E. C. § 41422 or 46392, it is the District's responsibility to ensure continuity of instruction. During large-scale learning disruption, students may be absent for extended periods, sometimes weeks or longer. As a mitigation strategy, school dismissals, closures, or capacity limitations may be implemented.

The Division of Instruction (DOI) has established alternate modes of learning in the event of a large-scale learning disruption to the District's instructional services. The Division of Instruction will provide guidance to administrators and support the implementation of alternative learning processes.

Also, see School Closure in Section 6: Functional Annexes.

Reopening. When the risk subsides, the District will consider Public Health guidance, scientific research, and local-level factors to implement a partial, incremental, or total return to normal operations. Any such decisions will be communicated to and coordinated with regional leadership who will then communicate with school sites.

The District will work with local-level offices to provide guidance to schools such as: campus cleaning and other pandemic-related safety procedures; student academic assessment, academic intervention, and grading; mental health services for students and employees; assessing students with disabilities in reviewing, revising, or creating IEPs; remediation, if the school was used for emergency operations; and accounting for students who do not return to school.

Considerations for Emergency Preparedness

Based on the nature, scale, and duration of the pandemic, as well as whether any in-person instruction is/may be taking place, school administrators should plan for a potential need to address the following, as applicable:

- Schools are expected to conduct all required emergency drills with each campus cohort during hybrid learning. Schools that have groups of students rotating through campus will need to hold drills for each schedule. Drill frequency table is available at http://lausd.org/drills.
- Submit emergency drill evaluations separately for each cohort.
- Conduct an ISSP review to update staffing and ensure that everyone with an emergency role will be working in person.
- Develop contingency plans for handwashing during disasters or during a loss of water on campus. Identify any outdoor handwashing stations that may be used during a disaster.

- Evaluate any designated outdoor isolation/quarantine areas for potential use for the same purpose during emergencies requiring evacuation. Consider: distance from buildings (building damage/rubble), reasonable distance from assembly area, line of sight (preferable), and communication between areas. If the existing areas are not suitable, identify isolation and quarantine areas near the assembly area for any students or employees who present symptoms and need to be isolated or quarantined. Assign staff to monitor these areas as needed.
- Identify alternate indoor spaces to use during lockdowns and shelter-in-place incidents/drills for each outdoor isolation and quarantine area and for outdoor classrooms, if any.
- Evaluate current assembly area and determine potential need to redefine or expand it to accommodate appropriate physical distancing; if necessary, establish a larger assembly area that will allow for proper social distancing.
- Establish the expectation that teachers should bring classroom hand sanitizer when evacuating.
- Inventory current emergency supplies and evaluate supply needs in classrooms, offices, and the emergency bin, including those specifically needed due to the nature of the outbreak/pandemic, including PPE for any parents/guardians who show up to collect their child at the request/reunion gates.
- Ensure that all staff are aware of and practice revised emergency procedures.
- Discuss changed/additional emergency actions during professional development and parent meetings.
- Consider using various communications channels, such as email, text, or Connect, to share key details of the modified emergency plan with parents/guardians, including expectations at the request and reunion gates.
- Review with students the additional emergency actions they will need to take. If these measures are new to the emergency response process, teachers and support staff should monitor and support students as they follow these protocols to facilitate proper implementation.

Additional Considerations

The following can facilitate the prevention and/or mitigation of outbreaks/pandemics.

Health Education Messages: Health education materials are critical because the impact and spread of a virus can be reduced or eliminated by training and education. Health education will also mitigate fear and reduce behavior or actions that will be disruptive to school activities. Education is also important as knowledge and mitigation strategies can change when dealing with a novel virus. As knowledge evolves, schools must ensure proper updates are followed and shared. Everyone at school should follow and help reinforce safe and healthy hygiene practices with students and the rest of their school community.

Alternative Use of District Buildings: School administrators and employees shall be aware that the LACDPH or other government entity may ask to use schools as Points of Distribution (PODs) in response to an outbreak. They may use a large room, such as the gym, to vaccinate or

distribute medication to the community or they may use a school parking lot to distribute food or other basic necessities. If LACDPH asks to use schools as PODs, OEM and the Region will work with site administration at selected sites to coordinate the activity. The Superintendent may also decide to use our own facilities to provide similar services to our school families and community.

Additional Responsibility of School Administrators: Administrators should prepare to facilitate the following, depending on the nature and scale of an outbreak/pandemic:

- Collection and submission of data on the numbers of students who are ill with a given disease.
- Visitation by LACDPH, which may visit schools to evaluate the implementation of Health Officer Orders and guidelines.

They may use its emergency reporting platform, School Emergency Status Report (SESR) or other resources to help track and report staff and student attendance or other metrics. Schools must adhere to any temporary changes in attendance recording protocols to ensure proper reporting. During a pandemic, these systems can be used to help determine District absenteeism rates and inform decisions made by the District or Public Health Officer to strengthen, implement, maintain, or forecast protective measures.

7.13 Suicide Risk and Self-Injurious Behavior

Procedures for Responding to Students who Exhibit Suicidal Ideation/Behavior

The school administrator should ensure that all incidents of suicidal ideation and/or behaviors are properly assessed, in accordance with the guidelines and protocols indicated in the District's BUL-2637 Suicide Prevention, Intervention, and Postvention (Students).

Suicide is death caused by self-directed injurious behavior with the intent to die. Sometimes there may be a precipitating event, such as a break-up or recent death of a loved one, prior to the death by suicide. However, it is important to remember that suicide is a complex phenomenon that cannot be attributed to one single cause.

The primary purpose of a suicide risk assessment is to determine if a person of concern poses a risk to themselves. The following are general protocols and procedures for the administrator/designee, crisis team member, and/or STPL to respond to reports of students at risk for suicide.

There are four stages for the suicide risk assessment process:

- Stage I: Immediate Risk Reducing Interventions
- Stage II: Assess for Suicide Risk
- Stage III: Communicate with Parent/Guardian
- Stage IV: Implementing Action Plan

Within each stage, the urgency of the situation may dictate the order in which the subsequent protocols are followed and necessary.

For support and consultation, contact the Student and Family Wellness Resources Line at (213) 241-3840, Monday through Friday.

In case of an emergency, call 911. For law enforcement and/or after-hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

7.14 Threat to Others

The school administrator should ensure that all threats are properly assessed, in accordance with the guidelines and protocols indicated in the District's BUL-5799 Threat Assessment and Management (Student-to-Student, Student-to-Adult).

For support and consultation, contact the Student and Family Wellness Resources Line at (213) 241-3840, Monday through Friday.

In case of an emergency, call 911. For law enforcement and/or after-hours response, contact the Los Angeles School Police Department (LASPD) at (213) 625-6631.

Employees as Mandated Reporters of Student Threats or Perceived Threats

In accordance with CA E.C. § 49390-49395, all employees are mandated reporters of student threats or perceived threats to commit a homicidal act related to school or a school activity.

- An employee who is alerted to or observes any student threat or perceived threat to commit homicide, must immediately report the threat or perceived threat to the Los Angeles School Police Department (LASPD) at (213) 625-6631 or local law enforcement, as well as the site administrator.
- Upon receiving a report of a threat or perceived threat, the local law enforcement agency, with the support of the school site or local educational agency, shall immediately conduct an investigation.
- An investigation by law enforcement, including LASPD, is not a substitute for a multidisciplinary threat assessment team meeting.

Protocol for Responding to Threats of School Violence

A threat assessment should be conducted when there is a direct, clear, and plausible threat of serious physical violence toward another person or District site. Additionally, a threat assessment could be conducted if the totality of the circumstances warrants an assessment. In general, to evaluate a threat, the team should have as many details about the person of concern, including baseline behavior, worrisome behaviors, threats made, and relevant past behaviors. For example, information gathered can include specific details about the thoughts and planning of a specific threat. A lack of specific details may indicate that little thought has gone into the threat and the threat maker is just venting frustration or trying to frighten people. A threat that contains specific details about targets, weapons, locations, and motivation is much more likely to be carried out. The more detail contained in a threat, the more thought that has gone into the planning.

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The primary purpose of a threat assessment is to determine if a person of concern poses a risk of violence to the target(s) they have threatened. The following are general protocols and procedures for the administrator/ designee to respond to any reports of school violence or threats in schools, at District and school-related activities, and in areas within the District's jurisdiction.

There are four stages for the threat assessment and management process:

- Stage I: Immediate Risk Reducing Interventions
- Stage II: Information Gathering
- Stage III: Multidisciplinary Threat Assessment Team Meeting
- Stage IV: Implementing Action Plan

Within each stage, the urgency of the situation may dictate the order in which the subsequent protocols are followed and necessary.

7.15 Tsunami

A tsunami is a series of ocean waves that sends surges of water onto land. Waves sometimes reach heights of over 100 feet and can cause great destruction. Tsunamis are typically caused by large, undersea earthquakes, but may also be caused by underwater landslides or volcanic eruptions. Shaking events can generate a tsunami in the area where the shaking occurred with little warning time, or thousands of miles away, with several hours of warning time.

These procedures should be followed by the designated schools near the ocean or on field trips to or near the beach or when a distant or local shaking event has occurred and generated a tsunami. Schools located inside the known tsunami inundation area have a Tsunami Annex for their ISSP. All of the identified schools have been issued weather alert radios that send out tsunami advisories from the National Oceanic and Atmospheric Administration (NOAA). Information is available in the LAUSD REF 5435 NOAA Weather Radio All-Hazards Alerts.

Tsunami Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, Evacuate Building, or Relocation. If on a field trip, this duty is a responsibility of the lead teacher or administrator in charge of the field trip. The specific action will depend on how close the school is to the ocean, and how much time there is to act.
2. The Incident Commander or school Public Information Officer will monitor local news outlets for information such as evacuation notices and initiate further actions as appropriate. Schools in the Tsunami Inundation Zone have a NOAA weather alert radio with battery back-up in the Main Office.
3. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the area identified in the school's tsunami annex. The evacuation destination for a field trip should be to land that is at least 100 feet above sea level. Evacuees should stay away from coastal and low-lying areas. Waves may continue for several hours and travel several times faster than walking, running, or driving.

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4. In the event of an evacuation, teachers will take students rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
5. The Incident Commander will notify School Police at (213) 625-6631 and the Region Administrator of Operations and/or Operations Coordinator of the incident. Region staff will inform the Region Public Information Officer of the situation.

* The above procedures are also followed for field trips on or near the beach if there is a threat of a tsunami.

7.16 Utility Failure

A utility failure is a situation involving a loss of water, power, or other utilities on school grounds.

7.16.1 General Loss or Failure of Utilities Procedures

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the school administrator immediately.
2. If a gas leak is suspected or the loss of utilities poses a risk of explosion, refer to Section 7.10 Explosion/Risk of Explosion on School Property.
3. Upon notice of loss of utilities, the principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency functions, which may include Shelter in Place, or Evacuate Building.
4. The Incident Commander will notify the Area Maintenance and Operations (during business hours) or School Police at (213) 625-6631 (at all other days/hours) and will provide the location and nature of emergency. Other personnel will be notified at the discretion of the Incident Commander.
5. Area Maintenance personnel, working with the Incident Commander, will contact the affected utility company to determine whether their assistance is required, recommended actions, and the potential length of time service will be interrupted.
6. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the loss of utility service.
7. If the Evacuate Building action is initiated, teachers will take student rosters and any classroom emergency supplies when leaving the building and take attendance once the class is assembled in a safe location. Teachers are to account for any students with a cognitive disability who may not have understood the directions.
8. The Incident Commander will notify and update parents via Connect.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
11. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

12. In addition to the procedures listed above, the Incident Commander will implement the protocols for specific concerns below as needed.

7.16.2 Loss of Water Supply Procedures

The following operational items apply at a school that has lost its water supply. Many issues can be easily solved if the school has adequate emergency supplies:

1. **Bathrooms** - School personnel can make a regular toilet work by pouring a half-bucket (about 2.5 gallons) of water into the toilet to provide the "flush." Water stored in emergency barrels can be used for this purpose. This method is often easier than setting up toileting stations of 5-gallon buckets with plastic bags in them. Standard toilets can also be lined with plastic bags. Bucket toilets and toilets lined with plastic bags generate bags of hazardous waste that need to be disposed of properly. One disposal method is to dump the contents of the bags into the standard toilets when they are returned to service. Be advised that this method is messy at best. Schools must also provide toilets that are accessible to students with specific needs.

   Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies, waterless hand cleaner, or wipes will fulfill that requirement and should be stored with the other emergency supplies.

   If portable toilets are delivered, schools must make sure that there are also hand cleaning stations set up, as well as accessible toilets for students with specific needs. Mark at least two of the portable toilets for faculty use.

2. **Cafeteria** - To keep the cafeteria open, cafeteria staff must have clean water to wash hands and clean surfaces. Water can be pumped from the emergency water barrels into a plastic water carrier. The water carrier can be taken to the kitchen, and cafeteria staff can use the water at their sink. If the cafeteria staff needs hot water, they can heat it.

3. **Drinking Water** - Drinking water can be addressed in many ways. Water can be distributed in cups or individual bottles/pouches, depending on what was stored. Often the utility provider or Maintenance and Operations will obtain bottled water for the school.

   If schools are using water from the emergency water barrels, they must re-chlorinate the water 30 minutes before it is made available for consumption. Details are available in the REF-5451 School Site Emergency/Disaster Supplies.

4. **Fire Suppression** - The fire code requires that if the automatic fire sprinklers are disabled for any reason, schools must post a fire watch. For complete and specific instructions, please see REF-1909 Procedures for Fire Protection Systems. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, be able to notify the fire department and alert and evacuate the building occupants. The fire department and

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the Office of Environmental Health and Safety at (213) 241-3199 must be notified. Logs must be kept, documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

- Los Angeles City Fire Department (Valley) (818) 728-9922
- Los Angeles City Fire Department (Los Angeles) (213) 978-3800
- Los Angeles County Fire Department (323) 881-2455

Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure they followed the Fire Code.

6. **Other Concerns** - At secondary schools, there may be a request to use the showers, which cannot be accommodated. The nurse may also ask for water to wash hands. They may be able to use waterless hand cleaner, but they will still need water for cleaning wounds, etc. Schools can pump the emergency water into a water carrier for the nurse to use at the sink in the Health Office or provide bottled water.

7.16.3 Loss of Power Procedures

The following are concerns that need to be addressed at a school that has lost electrical power.

1. **Lights** - Schools are built to take advantage of natural light. Classrooms often have one wall of windows, so there should still be visibility, even without electric lights. Classroom emergency kits typically include flashlights that can provide additional illumination. In many cases, the loss of electricity is minimally disruptive to instruction; it is common practice for students to remain in classrooms during a power outage.

   Almost all schools have emergency lights on battery back-up. These lights will allow students and staff to safely exit the building. These lights illuminate hallways, stairwells and exit signs. In most schools, emergency lighting operates on a series of large batteries and have the capacity to run for about an hour, so that everyone will have adequate time to exit the building. Some schools have hardwired emergency generators instead of batteries. These generators are sized to run emergency egress lighting only, and do not power other items such as elevators and air conditioning.

   Some schools have portable generators in the emergency supply bin that can power lighting in the assembly area, charge batteries on radios, and other power needs. Generators and rechargeable portable power stations are also used to supplement battery-powered medical devices for students with special needs.

   In a prolonged power outage, the Maintenance and Operations Branch provides a generator to power the cafeteria. The cafeteria has food that needs to be kept at specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer.

2. **Students on Ventilators** - The students who use ventilators are provided with a small, portable generator rechargeable portable power stations to keep the ventilator battery charged during a power outage. Typically, these students are dependent on medical devices to live. Schools that have students who use ventilators and do NOT have a generator should immediately contact the Office of Emergency Management at 213-241-3889.
3. **Fire Alarms and Suppression Systems** - During a power outage, fire alarms and notification systems will not work. The Fire Code requires that if the automatic fire alarms are disabled, schools must post a fire watch. For complete and specific instructions, see REF-1909 Procedures for Fire Protection Systems. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the fire watch shall be knowledgeable of the fire watch procedures, should have a radio, and be able to notify the fire department, and alert and evacuate the building occupants.

   The fire department and the Office of Environmental Health and Safety at (213) 241-3199 must be notified. Logs must document who patrolled the building, where they went and when they made their rounds. Schools shall notify the fire department to request permission to implement the fire watch:

   - Los Angeles City Fire Department (Valley) (818) 728-9922
   - Los Angeles City Fire Department (Los Angeles) (213) 978-3800
   - Los Angeles County Fire Department (323) 881-2455

   Only the fire department can authorize a school to go off fire watch. Schools will need to save and document all contacts with the fire department to ensure that they abided by the Fire Code.

4. **Food Service** - The cafeteria staff may not be able to heat food without electricity or gas. If the loss of power is expected to last through nutrition or lunch or other meals provided at school, immediately contact your Cafeteria Manager and your Area Food Services Supervisor. They can arrange for food to be brought in from an off-site location. In a prolonged power outage, the Maintenance and Operations Branch will provide a generator to power the cafeteria. The cafeteria has food that needs to be kept specific temperatures to preserve safety. The generator will be used to run the refrigerators and freezer or the food will be transported to a neighboring school or the Pico Rivera Foods Warehouse.

7.16.4 Loss of Communications Procedures

Schools regularly communicate with staff, parents, and other schools/offices using a variety of methods. Back-up methods of communicating must be identified for each system in case a primary communication system is not functioning. Communications systems may be inoperable or have intermittent service due to an issue that impacts only that system, result from an emergency or disaster that causes an outage of communications, or due to system overload

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when too many people try to use a system following a disaster. During some types of large emergencies/disasters, multiple communications systems may be down or unreliable.

A best practice is to send important communications by multiple methods (for example a voice message and a text or a newsletter that is emailed to parents and a hard copy sent home with students). It is essential to use multiple communications methods during a disaster to increase the likelihood that critical information is successfully received. The table below identifies some methods of communications commonly used by schools and which can be incorporated in a school's plan for loss of communication.

During a disaster, phone line and other communications systems use should be limited to essential information to minimize system congestion. Internet service and other data storage systems may also be unavailable during a disaster. Schools should maintain a list of key contacts downloaded onto devices and multiple copies of printed contact lists in the School Emergency Response Box.

Common School Communications Methods:

Communication Method	**Information Types**
Landline telephone	Live voice calls; recorded voice messages
Email	Written messages; digital print materials
Public address system	Live voice broadcast information to campus groups
Two-way radio	Live voice information to select campus group; emergency communications between designated schools and with LASPD; see the Emergency Radio Communications Reporting Tree for more details
Bull horn	Live voice information to campus group
Printed materials	Distributed in person
Runners/messengers	Live messages or distribution of printed materials
Cell phones	Live voice calls; recorded voice messages; text messages
LAUSD and school websites	Schedules and digital materials including policy, protocol, and other information
Connect	Automated outbound voice messaging, email, or text messaging to larger distribution groups
Social media	Written messages; digital print materials

Additional considerations for communications methods:

1. **Phone Systems** - School PBX phone systems have a battery back-up because they run on computers. This allows the phones to operate without electricity. In addition, each school has a fax machine on a separate, direct, outside analog phone line that does not go through the PBX. If the PBX system fails, the fax line will still work, and schools should keep a single-line phone handset that can be plugged into this line during a loss of power or loss of phone lines. In the event of a major disaster such as an earthquake,

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these phone lines have been listed with the phone company as “essential service lines” and will be restored first.

If a school must relocate off campus during an emergency, it can forward the main school number to an administrator’s cell phone if possible. This will allow the school to still receive incoming calls from the school’s landline phone.

An increasing number of schools have telephones that operate using Voice Over Internet Protocol (VOIP) systems. These phones, and other equipment that uses VOIP, may not function during a loss of internet service.

Additionally, schools may be able to use cloud-based telephone services using Amazon Connect, provided by the District. This allows the District to set up or forward critical phone numbers, including our schools’, to the cloud in the event of a local emergency or service disruption. School staff can take Amazon Connect calls from anywhere in the world using a computer or Chromebook with an internet service.

2. **Connect Mass Notification** - The Connect mass notification system is capable of sending voice, email and text messages during normal school operations. When a school experiences a loss of communication systems such as phones/internet, communications can still be sent through Connect.

   If only an internet connection is available, a Connect message can be created and sent. Email and text messages can be added to the message following the normal procedures. If a voice message is also desired, two options are available. The first is to utilize the text-to-speech function and to enter the script for the message into Connect. The system will then read the script when the message is delivered. This can be done for any of the languages. The second option is to record the audio message and to upload the file into the Connect message. If the audio can be recorded directly onto the device being used to set up the message (computer, tablet or smartphone), this will eliminate the need to transfer the audio file to a second device (e.g., recording the message on a smartphone and setting up the message on a computer requires that the audio file be transferred to the computer via email or text). Connect messages can be set up on a Smartphone with internet connectivity using the phone’s browser (www.finalsiteconnect.com).
   If no internet connection is available but access to any phone is available, a message can be sent out using the Connect Dial-In Messaging Card. Each Connect user account has the option to create a Dial-In Messaging Card with PIN security (Visit https://bbc.lausd.net and click on the “Dial-In Messaging Tutorial” FAQ for instructions on using the Dial-In Messaging Card.
3. **Two-Way Radios (Internal School Communications and External Emergency Communications)** - Each school has a two-way radio system that allows the school to communicate with people on that campus for daily, ongoing critical communications, and during emergencies with a neighboring campus, and directly or indirectly with School Police. Systemwide failure of the radio network is possible, but less likely to fail

in an emergency than landline or cellular phones. The radios are battery powered and will still operate during a power outage or when phone systems are down. As long as the radio batteries are charged and working, schools will be able to communicate within their campus or to a nearby campus or with School Police. Schools should keep extra radio batteries, a spare radio charger and a portable power pack with the school's emergency equipment.

Plan for a Loss of Water:
Toilets: PORTABLE TENT AND BUCKET
Drinking Water: WATER BARRELS
Food Service: CAFETERIA HAS FOOD FOR 72 HOURS
Fire Suppression System (if applicable): FIRE EXTINGUISHERS

Plan for a Loss of Electricity:
Ventilation: Ventilation:
Electric Lights: BACKUP UNIT

Plan for a Loss of Natural Gas:
Food Service: DRY FOOD

Plan for a Loss of Communication:
Telephone Service: FAX LINE
Intercom: BULLHORN

7.17 Weather

Schools may implement general inclement weather procedures during heavy rain, flooding, hail, or high winds. More information is available in REF-5706 School Procedures During Inclement Weather, REF-5435 NOAA Weather Radio All-Hazards Alerts, and BUL-963 Guidelines for Preventing Heat Stress.

7.17.1 General Inclement Weather Procedures

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate appropriate emergency actions which may include Indoor Activities Schedule, Evacuate Building, or Relocation. NOTE: Inclement weather may block or impact routes to/from school and may necessitate an off-site evacuation even if the school itself is relatively unaffected. The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Emergency Exercises.
2. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.

3. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the emergency situation. Region personnel will call the Office of Communications with information on the situation.
4. The Incident Commander will direct the Security/Utilities Team or other available staff to secure any lightweight, unstable, or fragile items on campus and bring indoors any equipment that may become damaged by weather conditions.
5. The Incident Commander or school Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
6. If the Incident Commander issues the Evacuate Building or Relocation action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, teachers will bring student rosters and any classroom emergency supplies and take attendance at the Assembly Area to account for students. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers will notify the Assembly Area Team of missing students.
8. The Triage Team will monitor students who were exposed to adverse weather conditions (such as extreme cold, heat, or rain) as necessary.
9. The Planning and Intelligence Team will consider the impact of weather (including travel) on field trips and extracurricular activities and advise the Incident Commander if activities should be curtailed.
10. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
11. The Incident Commander will notify and update parents via Connect.
12. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
13. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.17.2 Rain Procedures

Rain can cause sudden or gradual flooding, impede driving conditions, and/or be accompanied by lightning. Before every rainy season, school plant managers should be reminded to:

- Check all ground-level drains and drainage areas to make sure they are free of debris and work properly. Clogged drains should be reported for repair since they can cause flooding and building damage.
- Inspect roof scuppers and drains to make sure they work properly.
- Request sandbags and plastic sheeting from the operational area that can be used to divert water away from doors.

Flood/Flash Flood

A Flash Flood may accompany rain or may appear suddenly as a result of storm conditions elsewhere in Southern California and may impede driving.

Hail

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Hail can damage buildings and equipment, possibly injure students or adults (depending on the size of the hailstones) and may be accompanied by unusually cold weather.

Landslide/Debris Flow

Landslides can be caused by a variety of factors including earthquakes, storms, fire, and by human modification of land. Landslides can occur quickly, often with little notice. In a landslide, masses of rock, earth, or debris move down a slope.

Debris and mud flows are rivers of rock, earth, and other debris saturated with water and develop when water rapidly accumulates in the ground, during heavy rainfall or rapid snowmelt. They can flow rapidly, striking with little or no warning, and may travel several miles from their source, growing in size as they pick up trees, boulders, cars, and other materials.

Thunder/Lightning

All thunderstorms produce lightning and are dangerous. Stop all outdoor activities and move activities indoors if you hear thunder or see lightning. Wait 30 minutes after the storm to resume outdoor activities.

Wind

High winds can create power outages, knock down trees and utility lines, and remove exterior building materials (such as gutters and shingles). Caution should be taken in areas where pop-up canopies, dining table umbrellas, tree branches or other objects may become airborne and exposed to wind damage. Students and staff should be kept away from these areas while high winds are present.

7.17.3 Funnel Clouds/Tornado Procedures

Funnel clouds and tornadoes are possible in the Los Angeles area. If a funnel cloud is sighted or a tornado warning is issued, immediately move all students indoors. Basements offer the best protection. Schools without basements should use interior rooms and hallways on the lowest floor, away from windows and other sources of glass. Rooms with large roof spans (e.g., gymnasiums, cafeterias, and auditoriums) offer little or no protection from tornado-strength winds. Students should sit facing an interior wall, elbows to knees, with hands over the back of their heads, and remain in position until an all-clear is sounded.

1. The principal or designee becomes the Incident Commander, activates the school ICS Team, and will initiate the appropriate emergency function, Shelter in Place.
2. The Incident Commander makes the following announcement over the PA system or an alternate method of communication: “Your attention please. We are implementing an Indoor Activities Schedule, due to severe weather. Students and staff are to remain inside the building away from windows. Sit on the floor, face the wall, and protect your head with your arms. All students and staff that are outdoors are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you.” NOTE: The principal may initiate an Indoor Activities Schedule to further protect school community from environmental discomforts. This is accomplished

by closing all doors and windows and running the air conditioning, as HVAC systems can improve air quality, due to better filtration than typical home systems. For greater detail, refer to REF-5803 Emergency Procedures, Drills and Districtwide Emergency Exercises.

3. If indoors, teachers will keep students in the classroom until further instructions are given.
4. If outdoors, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into the closest classrooms or school buildings. Teachers are to account for any students with a cognitive disability who may not have understood the directions. Teachers are to take roll and to notify the office with the number and names of students in the room with them.
5. The Incident Commander will notify 911 and School Police at (213) 625-6631 and will describe the nature and extent of the incident.
6. The Incident Commander will notify the Region Administrator of Operations and/or Operations Coordinator of the emergency situation. Region personnel will call the Region Public Information Officer with information on the situation.
7. The Incident Commander or Public Information Officer will monitor local news outlets and NOAA weather alert radio and initiate further actions as appropriate.
8. Teachers will take attendance to account for students and notify the office of missing students.
9. The Incident Commander will direct the Planning and Intelligence Team Lead or another authorized user to open an iSTAR on the incident.
10. The Incident Commander will notify and update parents via Connect.
11. The Incident Commander will initiate a Relocation if warranted by changes in conditions.
12. Once the incident has concluded and the campus has been determined to be safe, the Incident Commander will initiate the All-Clear action.

7.17.4 Heat Procedures

The intensity of exercise activities must be limited or modified whenever the Heat Index is above 95°. Details are available in BUL-963 Guidelines for Preventing Heat Stress. A useful resource that calculates the heat index and offers heat safety tips is the OSHA smartphone app, the OSHA Heat Safety Tool. For information specifically geared towards employees, the California Division of Occupational Safety and Health provides a website with valuable information to help protect employees from heat-related illnesses at http://www.dir.ca.gov/DOSH/HeatIllnessInfo.html.

Modifying Athletic Activities During Excessive Heat

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- Adequate water must be available. If adequate water is not available, physical activity must be modified. During the activity, periodic drinking of water every 15 to 30 minutes should be encouraged.
- Staff and all personnel supervising physical activities, including Youth Services personnel, should observe students during activity periods and modify activities.

Students known to have health problems should be closely observed and their activity modified or restricted.

Strategies for Preventing Heat Stress During the School Day

- A “cool room” should be established for use by students showing early signs of heat stress. This room should provide maximum coolness possible. During excessive heat the “cool room” should be available for use at all times during the school day.
- Hold events indoors with air conditioning when possible. Shade should be made available in outdoor areas.
- Use current medical health history to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:
  - Students with history of previous heat illness
  - Students with current illnesses and/or health sensitive medical conditions
  - Students who have experienced recent injuries

7.17.5 National Weather Service Hazardous Weather Alert Definitions and Procedures

The National Weather Service issues three distinct categories of hazardous weather alerts, covering all manner of weather events. Schools will receive weather alerts via NOAA weather radios or mass media outlets. More information is available in the REF-5435 NOAA Weather Radio All-Hazards Alerts and at https://www.lausd.org/noaa.

Watch - when the risk of hazardous weather has increased significantly, but its occurrence, location or timing is still uncertain. A “watch” is intended to provide enough lead-time to set emergency plans in motion. A watch means that hazardous weather is possible, and schools need to listen for later information and possible warnings. If a weather watch is issued, schools in the affected area should:

- Review the ISSP and confirm staff assignments for emergency positions
- Consider if field trips and extracurricular activities should be adjusted/cancelled
- Review Connect emergency contact lists for staff and students
- Monitor local weather via www.weather.gov and/or a NOAA weather radio
- Inspect the campus for conditions that could cause damage

Advisory - issued when a hazardous weather event is occurring, imminent or likely. Advisories are for less serious conditions than warnings that cause significant inconvenience. If caution is not exercised, conditions could lead to situations that may threaten life or property. If a weather advisory is issued, schools in the affected area should:

- Review the ISSP
- Check emergency supplies
- Consider if extracurricular activities, field trips, and after-school programs should be adjusted/cancelled
- Plan for a modified activity schedule
- Move outdoor equipment out of harm’s way
- Monitor local weather via www.weather.gov and/or a NOAA weather radio

- Check school site for hazards and exposures that can be mitigated
- Send a Connect message if extracurricular activities may be impacted

Warning - issued when a hazardous weather event is occurring, imminent or likely. A warning means weather conditions pose a threat to life or property. People in the path of the storm need to take protective action. If a weather warning is issued, schools in the affected area should:

- Activate ISSP
- Stage emergency supplies in a location protected from weather
- Send Connect message, update school website, and school social media accounts to notify parents
- Notify Region Operations of actions
- Take proactive steps to protect students and staff
- Cancel activities, field trips, and after-school programs if expedient to do so

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8. Appendices

Contacts

NAME	PHONE
Air Quality Management District	(909) 396-2000
American Red Cross Public Information	(310) 445-9900
Animal Services – L.A. City	(888) 452-7381
Connect Client Care	(866) 435-7684
Building Inspection – L.A. City	(888) 524-2845
Bus Dispatch - LAUSD	(213) 580-2900
Cal Trans Road Closures	(800) 427-7623
California Highway Patrol	(800) 835-5347
Department of Mental Health ACCESS – L.A. County	(800) 854-7771
Department of Public Health – L.A. County	(213) 240-8117
Department of Transportation (LADOT) - Traffic Signals LA City	(213) 485-4181
Department of Transportation (LADOT) - Traffic Signals LA City VALLEY	(818) 752-5100
Department of Water and Power (DWP) – L.A. City	(800) 342-5397
District Nursing - LAUSD	(213) 202-7580
Division of School Operations- LAUSD	(213) 241-5337
Fire and Medical Emergencies	911
Health Services – L.A. County	(800) 427-8700
Information Line - L.A. City	311
Information Line – L.A. County	211
LASPD School Police Watch Commander - LAUSD	(213) 625-6631
Region East - LAUSD	(323) 224-3100
Region North - LAUSD	(818) 654-3600
Region South - LAUSD	(310) 354-3400
Region West - LAUSD	(310) 914-2100
Office of Communications - LAUSD	(213) 241-6766
Office of Emergency Management - LAUSD	(213) 241-3889
Office of Environmental Health & Safety - LAUSD	(213) 241-3199
Park Rangers Hotline – L.A. City	(323) 644-6661
Recreation and Parks – L.A. City	(213) 978-4670
Sanitation: Refuse Collection – L.A. City	(800) 773-2489
Sanitation: Sewer – L.A. City	(213) 485-7575
Sanitation: Storm Drain/Stormwater Hotline L.A. City	(800) 974-9794
School Mental Health - LAUSD	(213) 241-3840

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Sewer Maintenance – L.A. County (Non-L.A. City)	(800) 675-4357
Southern California Edison - Non-L.A. City	(800) 611-1911
Southern California Gas Company	(800) 427-2200
Storm Damage/Mud Slide Reports – L.A. City	311
Street Lighting – L.A. City	311
Student Mental Health and Wellness Services- LAUSD	(213) 241-3840
Student Medical Services - LAUSD	(213) 202-7584

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Hospitals (Nearest Pediatric Emergency Room [Up to Age 20])

Name: St. Francis Medical Center
Address: 3630 E. Imperial Hwy.
City and Zip: Lynwood, CA 90262
Phone: (310) 900-8900

Nearest Pediatric Emergency Room Backup (up to age 20):
Name: St. Francis Medical Center
Address: 3630 E. Imperial Hwy.
City and Zip: Lynwood, CA 90262
Phone: (310) 900-8900

8. Appendices

School Emergency Contacts Chart

This chart provides Emergency Team Contact information used by School Police to contact school site administrators and key staff in the event of an emergency.

TITLE	NAME	WORK NUMBER
Principal	SEQUEIRA, WANDA	(323) 826-3900(323) 568-3100
Assistant Principal 1		
Assistant Principal 2		
Assistant Principal 3		
Assistant Principal 4		
Administrative Assistant	DEHUMA TRIANA, PATRICIA	(323) 826-3904(323) 826-3900
Cafeteria Manager	ARCIGA, MARTINA	(323) 826-3905
Financial Manager	RODRIGUEZ TREJO, SOCORRO	(323) 826-3900
Plant Manager	ESCARZAGA, JAIME	(323) 826-3900
Custodian	ALMANZA, JESSICA	(323) 826-3904
Custodian Closest to Site	ESCARZAGA, JAIME	(323) 826-3900
First Person on Campus in AM	ESCARZAGA, JAIME	(323) 826-3900
Last Person on Campus in PM	ESCARZAGA, JAIME	(323) 826-3900

8. Appendices

LAUSD Disaster Supply Inventory

Kit	# In Bin	Required Quantity		Commodity Code
Disaster Emergency First Aid Kit		1 per every 400 students		3453248292
Disaster First Aid Kit Itemized List	# In Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment*		3 box (25 ea./box)	yes	
Antacid/Nausea/Diarrhea Tablets, Bismuth Subsalicylate*		3 box (30 ea./box)	yes	
Antiseptic Wipes*		1 box (100 per box)	yes	
Aspirin Tablets*		1 box (50 pk/2 ea./pkg)	yes	
Non-Aspirin Tablets*		1 box (125 pk/2 ea./pkg)	yes	
Hand Cleaner 4oz Waterless*		2 each	yes	
Cold Pack*		1 pkg (16 ea./pkg)	yes	4750954200
Saline Solution*		2 bot (500 ml bot)	yes	
Diphenhydramine Tablets*		1 pkg (50 ea./pkg)	yes	
Hard Candy Glucose Tablets*		1 pkg (20 ea./pkg)	n/a	
Emesis Basin		2 each	n/a	
Mylar Emergency Blanket		12 each	n/a	3453025575
Water Pitcher w/ Lid (plastic 32 oz)		1 each	n/a	
Sanitary Napkin		250/case individually packaged	n/a	4858240147
Clear Surgical Tape		1 pkg (2 ea./pkg)	n/a	
Tissue Paper, Facial		1 box (175 each/box)	n/a	6405077100
Paper Towels		1 roll (100 sheets)	n/a	6407580425
Tourniquet		1 each	n/a	
Plastic Sheet		1 each	n/a	
Washbasin		1 each	n/a	
Security Ties		1 pkg (6 ea./pkg)	n/a	
Bio-hazard Waste Bag		1 each (10 gallon)	n/a	
Non-latex Disposable Exam Gloves – Medium		1 box (100/box)	n/a	4754147303
Non-latex Disposable Exam Gloves-Large		1 box (100/box)	n/a	4754147304
Eye Pads		1 pkg (8 ea./pkg)	n/a	
Dental Floss		1 spool	n/a	

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Triage Tags		1 pkg (50/pkg)	n/a	9661226135
First Aid Flip Chart		1 each	n/a	9661278998
Flashlight		2 each	n/a	4503211380
Batteries For Flashlight		4 each	yes	4500611040
Goggles		2 each	n/a	3456460080
Storage Case w/ wheels & handles labeled "LAUSD Emergency Supplies Cart"		1 each	n/a	5606900105

* Items available in Replacement Kit

8. Appendices

Kit	# In Bin	Required Quantity		Commodity Code
Replacement Kit for Expiring Items in Disaster First Aid Kit		1 per every Disaster First Aid Kit (as needed)		3453248271
Replacement Kit Itemized List	# In Bin ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Antibiotic Ointment		1 pkg (75ea/pkg)	yes	
Antacid/Nausea/Diarrhea Tablets		3 pkg (30/pkg)	yes	
Antiseptic Wipes		1 box (100 per box)	yes	
Aspirin Tablets		1 box (50 pk/2 ea./pkg)	yes	
Non-Aspirin Tablets		1 box (125 pk/2 ea./pkg)	yes	
Hand Cleaner Waterless		2 each	yes	
Cold Pack		1 pkg (16 ea./pkg)	yes	
Saline Solution		2 bot (500ml bot)	yes	
Petroleum Jelly		1 pkg (3 ea./pkg)	yes	
Diphenhydramine Tablets		1 pkg (50 ea./pkg)	yes	
Hard Candy Glucose Tablets		1 pkg (20 ea./pkg)	yes	

Additional First Aid Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration date	Commodity Code
Vinyl Exam Grade Gloves –Small		as needed	n/a	4754147302
Vinyl Exam Grade Gloves – Medium		as needed	n/a	4754147303
Vinyl Exam Grade Gloves - Large		as needed	n/a	4754147304
Vinyl Exam Grade Gloves – Extra Large		as needed	n/a	4754147305
Bleach		2 gallons	replace annually	5052538151
Cervical collar set, assorted sizes		as needed	n/a	
Mylar Emergency Blankets		as needed	n/a	3453025575
Paper Bags		1 pkg (500)	n/a	6401547104
Treatment Log		1	n/a	

Kit	# In Bin	Required Quantity		Commodity Code
Search and Rescue Kit		One kit for each Search and Rescue Team		3453248278
Search and Rescue Kit Itemized List	# In Kit ✓	Quantity Shipped in Kit	Expiration Date	Commodity Code
Glove, Leather Palm, Large*		4 each	n/a	2002753000
Fanny Pack, Red*		4 each	n/a	
Flashlight, Industrial*		4 each	n/a	4503211235
Dust Mask*		4 each	n/a	3457251110

8. Appendices

Safety Goggles*		4 each	n/a	3456460050
Whistle with Lanyard*		4 each	n/a	6806290200
Triage Tag		1 pack (50/pack)	n/a	9661226135
Water Pouch		24 each	n/a	
Batteries, D Size		2 each	yes	4500611040
Grove Joint Plier		1 each	n/a	4455254120
Linesman Plier		1 each	n/a	4455248158
Folding Saw		1 each	n/a	
Bolt Cutter		1 each	n/a	
SledgeHammer		1 each	n/a	
Warning Tape, Caution: Do Not Enter		1 each	n/a	8322080911
Folding Shovel		1 each	n/a	
Angle head Flashlight		1 each	n/a	
Hand Axe, Wood Handle		1 each	n/a	
Utility Knife		1 each	n/a	4454248214
First Aid Kit Includes:		1 Kit	n/a	
Sterile ABD Pads		5 each	n/a	
Mylar Emergency Blanket		1 each	n/a	3453025575
Fanny Pack		1 each	n/a	

*Items are one per team member

Additional Search and Rescue Supplies

Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Stretcher		1 per S+R Team	n/a	4701078050
Duct Tape		at least 4 rolls	n/a	8322409077
Extra Batteries, D Size		as needed	yes	4500611040

Water Supplies

Item	# In Bin ✓	Required Quantity	Expiration Date	Commodity Code
Pump		2 or more	n/a	7200620055
Water Barrel; 55 Gallon		1.5-gallon x #students/staff ÷55	n/a	1004570546
Bleach		1 gallon	replace annually	5052538151
Measuring Spoons (for bleach in water barrels)		2 sets	n/a	2409186065

8. Appendices

Basic Sanitation Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
5-Gallon Utility Bucket		1 per every 30 students	n/a	3453248353
Emergency Toilet Seat		1 per every 30 students	n/a	3453248352

Additional Sanitation Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Plastic Bags - Liners			n/a	6652452120
Toilet Paper			n/a	6407556175
Sanitary Napkins			n/a	4858240147
Sanitary Tampons				4858245001
Privacy Screen		1 per toilet	n/a	1557050015
Absorbent			n/a	4857450670
Deodorizer			n/a	4854214150

Additional General Disaster Supplies				
Item	# In Bin ✓	Suggested Quantity	Expiration Date	Commodity Code
Radio, two-way		As needed	n/a	7257800185
Can opener		As needed	n/a	
Plastic utensils		As needed	n/a	

Maps

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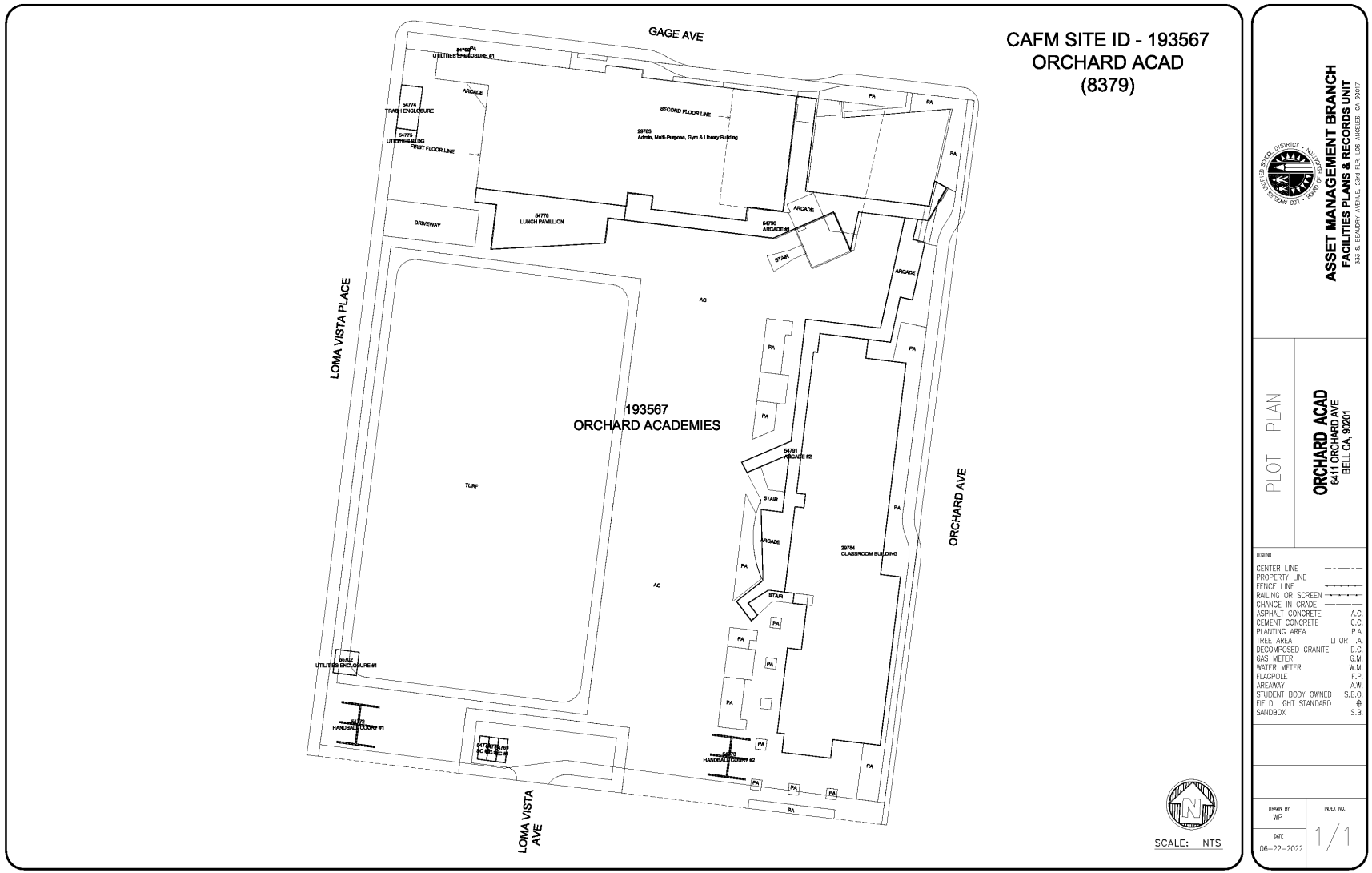

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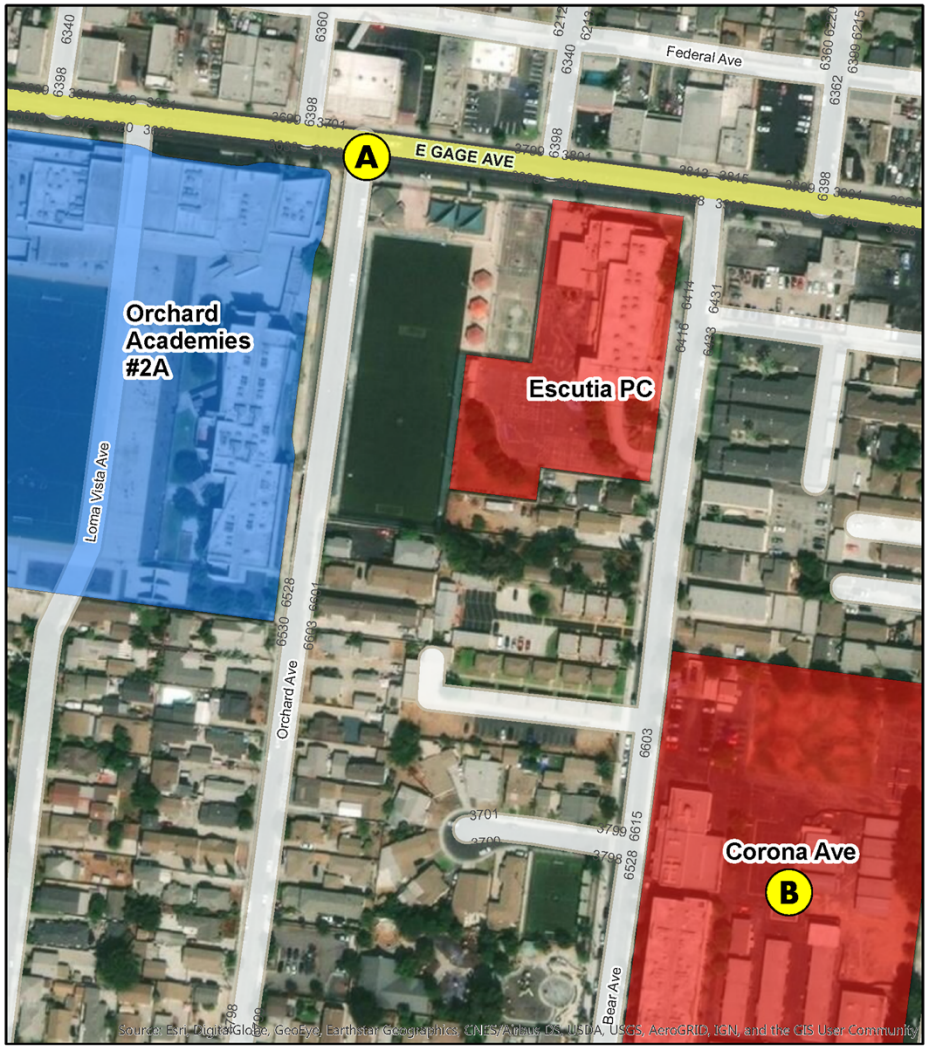
8. Appendices

ORCHARD ACADEMIES 2B
Offsite Relocation Map
Cost Center Code: 1515301



N

A Primary Offsite Relocation Address:
3700 E Gage Ave, Bell Gardens, CA, 90201, USA

B Backup Offsite Relocation Address:
3825 Bell Ave, Bell Gardens, CA, 90201, USA

Scale: 1:2,000

Gardens, CA, 90201, USA
ckup Phone #: (323) 560-1323

8237

8. Appendices

ICS Definitions for Schools

Incident Command Team:

Incident Commander - responsible for directing emergency operations

Public Information Officer (PIO) - official spokesperson for an incident

Safety Coordinator - ensures that emergency operations are conducted safely

Planning/Intelligence Lead - responsible for collecting and evaluating information

Operations Lead - responsible for managing all tactical operations at an incident

Logistics Lead - provides all incident support needs, such as, facilities, transportation, communications, supplies/equipment, and food services

Finance/Administration Section Lead - responsible for managing all financial aspects and paperwork of an incident

Emergency Teams:

Triage Team - performs triage and provides medical assistance, ensures supplies are accessible, and evacuates and stages supplies

School Site Crisis Team - provides psychological/emotional support for students and staff

Search and Rescue Team - performs search and rescue operations

Access and Functional Needs Position - ensures the safety of students and adults with access and functional needs during drills and emergencies

Security/Utilities Team - ensures school site security and performs short-term repairs and shutoff of utilities

Fire Suppression/Hazmat Team - extinguishes small fires and evaluates chemical spills

Assembly Area Team - ensures safe evacuation and accounting for all students, staff, and visitors

Request Gate Team - processes requests for student pick-up

Reunion Gate Team - reunites students and parents at Reunion Gate

Supply/Equipment Team - ensures adequate equipment and supplies

Hygiene Team - provides all necessary sanitation-related support

Transportation Support Position - coordinates transportation assets and plans, such as, for an off-site relocation from the school

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Documentation/Communications Position - maintains emergency log, analyzes situation, and updates Incident Commander

Cost/Staff Accounting Position - maintains accurate emergency time records for all site-based and itinerant employees

Forms

Emergency Hazard Assessment Survey

School: _____

Location Code: _____

Name:_____

Position:_____

Date: _____

On-Site Hazard:

[List any unusual on-site hazards that are unique to the school, e.g., underground storage tanks, gas pipelines, unusual chemicals]

_____

_____

_____

_____

_____

_____

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g., freeways, railroads, pipelines, power transmission lines, industrial facilities]

_____

_____

_____

_____

_____

Los Angeles Unified School District Office of Emergency Management

LAUSD Explosive Device Threat Report

School: _____

Date of Call: _____

Person Receiving Call: _____

Time of Call: _____

Incoming Phone No.:_____

I. REPORT OF PERSON RECEIVING CALL

Keep the caller on the line as long as possible (ask caller to repeat statements, ask more questions) and signal to another person to call police.

Questions for Caller

Ask the caller the following questions and write answers in the spaces below:

Explosive Device Information:

Where is the explosive device? (Get most specific information as possible.)

_____

When is it going to explode?_____

What kind of explosive device is it? _____

What does it look like? _____

Who set the explosive device?_____

Why was the explosive device set?_____

What can we do for you to keep the device from exploding? _____

_____

Caller Information:

What is your name? _____

How old are you? _____

Where do you live? _____

(If voice youthful) Are you making this threat to avoid taking a test/final? _____

Are you a member of a terrorist organization? Which one?

_____

How can you be contacted? _____

Call Characteristics Evaluation Check and describe the noted characteristics in the spaces provided below.

_____

_____

_____

_____

_____

Message Details: (Use the caller's exact language where possible.)

Caller's Voice:

Male_____ | Female _____

Child: Yes / No

Age: _____

Intoxicated:_____

Speech Impairment: _____

Accent: _____

Type: _____

Whispers/inappropriate language:_____

Angry:_____

Foul/Nasal:_____

Educated:_____

Irrational: _____

Incoherent: _____

Voice disguised/Altered: _____

Recorded threat message: _____

Read from script: _____

Is the voice familiar? _____

Who does it sound like? _____

Background Noise:

Music: _____

Babies/Children: _____

Conversation: _____

Playground/School: _____

Airplanes: _____

Traffic:_____

Animals: _____

PA System: _____

Machines: _____

Typing: _____

Other _____

II. REPORT BY PRINCIPAL

Name of school employee contacting police:

Date police contacted: _____

Time: _____

Name of police department call taker: _____

Name of responding officer: _____

Name of responding police agency: _____

Was a search for the explosive device conducted? Yes / No

Details of search: _____

Was a school evacuation conducted? Yes / No

Full evacuation: Yes / No

Partial evacuation: Yes / No

Buildings or areas evacuated: _____

Send one copy of this completed form to the Region Operations Coordinator, send one copy to School Police at wtoffice@laschoolpolice.gov, and keep one copy in school records. Please also upload a copy to the iSTAR submitted on the incident.

Injury Report

School: _____

Teacher: _____

Room Number: _____

Date: _____

Name	Type of Injury	Location of Person

Los Angeles Unified School District Office of Emergency Management

Missing Persons Report

School: _____

Teacher: _____

Room Number: _____

Date: _____

Name	Last Seen Location

Los Angeles Unified School District Office of Emergency Management

Supplemental Attendance Report

Use this form to account for anyone not found on student/staff rosters.

School: _____

Date: _____

Name	ID NUMBER	STATUS (CHECK ONE)	OTHER INFORMATION

Student Release Log

Note: Schools may only release students to individuals who have been designated by the custodial parent/guardian.

School: _____

Date: _____

Student's Name	Release Time	Name of Person Released To	Adult Signature

Note: Maintain the original in the emergency document file.

Los Angeles Unified School District Office of Emergency Management

School/Site Preliminary Damage Report (PDR)

Use this form to report your status to the Region when the online School Emergency Status Report site is down.

School/Site: _____
Date: _____
Time: _____
Person in Charge: _____
Location Code: _____

Contact information *(How the school can be reached for additional information):*

_____

_____

_____

_____

Please answer the following:

Number of deaths: _____

- # of Students: _____
- # of Staff: _____
- ○ None

Number of injuries: _____

- # of Students: _____
- # of Staff: _____
- ○ None

How many buildings at your site are visibly damaged? _____

Describe the type and extent of damage you observe: _____

Summarize emergency response actions already taken:

Do you have the following capabilities?

- Power
  - Yes / No
- Water
  - Yes / No
- Landline Phone
  - Yes / No
  - Contact #: _____
- Cellular Phone
  - Yes / No
  - Contact #: _____
- Natural Gas
  - Yes / No
- Two-way Radio
  - Yes / No

Location of evacuated students: _____

List critical issues on site: _____

List other issues: _____

List assistance requested: _____

Los Angeles Unified School District Office of Emergency Management

Emergency Drill Evaluation Worksheet

All emergency drill evaluations must be submitted at http://emergencydrills.lausd.net. Schools are expected to submit an evaluation after each emergency drill and radio test. **For best results, complete the emergency drill evaluation online using a cell phone during the drill.** Responses may also be entered on this form and then transferred to the online drill evaluation system after the drill using a desktop computer, tablet, or cell phone. Questions with an * require a response.

*School**: _____

*Today's Date**: _____

*First Name**: *Last Name**: _____

*Email Address (use lausd.net)**: _____

1) Drill Type*:

- ☐ Fire
- ☐ Earthquake
- ☐ Lockdown
- ☐ Shelter in place
- ☐ Take cover

2) Select One*:

- ☐ New drill submission
- ☐ Drill resubmission
- ☐ Actual emergency

3) Date Conducted*: _____

4) Time Started*: _____

5) Time Completed (including accounting for everyone)*: _____

6) Alert Type*:

- ☐ Bell/tone
- ☐ PA system
- ☐ Megaphone
- ☐ Whistle
- ☐ Other

7) How many minutes did evacuation take? If no evacuation, respond "0."*:

8) Did everyone on campus participate?*: Yes / No

9) If parents/guardians participated, what were their roles?:

_____

_____

_____

10) How were parents/guardians notified about the drill?*:

- ☐ Letter Sent Home
- ☐ Connect
- ☐ Newsletter
- ☐ Sign at Marquee/Entrance
- ☐ School Website/Calendar
- ☐ No Notification
- ☐ Other:

11) Was an Incident Command Post established?*: Yes / No

12) Did an employee take the School Emergency Response Box to the assembly area/command post?*: Yes / No

13) How was the school's Integrated Safe School Plan (ISSP) used for the drill?* (Mark all that apply):

- ☐ During the planning of the drill
- ☐ During the execution of the drill
- ☐ After the drill
- ☐ Did not use the ISSP

14) Comments regarding the

ISSP:_____

_____

15) Rate each of the below aspects of the drill. Five is the highest.

a) Student performance of emergency procedures*

- 5
- 4
- 3
- 2
- 1
- n/a

b) Employee performance of emergency duties and procedures*

- 5
- 4
- 3
- 2
- 1
- n/a

c) Emergency team(s) performance of duties*

- 5
- 4
- 3
- 2
- 1
- n/a

d) Accounting For everyone*

- 5
- 4
- 3
- 2
- 1
- n/a

e) Alert system*

- 5
- 4
- 3
- 2
- 1
- n/a

16) Did the School Safety Planning Committee and/or Emergency Team Leads debrief after the drill?*: Yes / No

17) List the top lesson learned from this drill and how it will be addressed:

_____

18) What District training support would improve emergency drills and/or preparedness?:

_____

A drill certificate of completion will be emailed upon submitting this evaluation online. Emails containing drill and radio test certificates and response summaries should be archived. Drill certificates should be printed and retained in the emergency drill logbook for proof of compliance during inspections. Questions can be directed to oem@lausd.net or 213-241-3889.

Biological and Chemical Release Response Checklist

School: _____

Location Code: _____

Location of Release: _____

Name: _____

Position: _____

Date: _____

	Check when complete	Notes
Have unexposed students, staff and others been evacuated from area of contamination?		
Have staff, students, or others who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?		
Have all students and staff been accounted for?		
Has the area of contamination been cordoned off and secured?		
Has the area of contamination been affixed with conspicuous signs reading: “DO NOT ENTER”?		

Have the doors and windows to the area of contamination been closed and locked?		
Have fans and ventilation systems serving the area of contamination been turned off?		
Has the Office of Environmental Health & Safety (Phone # 213-241-3199) been notified?		

8. Appendices

Assessments

Please check the online ISSP for the assessments. They are available in the Planning view as part of Step 2.

Coversheet

Approval of Revised Teacher Evaluation Protocol

Section: V. Action Items
Item: C. Approval of Revised Teacher Evaluation Protocol
Purpose: Vote
Submitted by:
Related Material: V_C_Teacher Evaluation Protocol.pdf

Agenda Item:	V C: Action Item
Date:	February 12, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("**MPS**") Board of Directors (the "**Board**")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	David Yilmaz, Chief Accountability Officer
RE:	Approval of the Revised Teacher Evaluation Protocol

Action Proposed:

Staff recommends and moves that the Board approve the Revised Teacher Evaluation Protocol.

Purpose:

Board approval is requested to ensure the revised Teacher Evaluation Protocol is in place prior to school leaders conducting end-of-year teacher evaluations.

Background:

As part of the **MPS 2030 Strategic Plan**, MPS is implementing a new teacher observation and coaching model designed to strengthen instructional practice and support continuous professional growth.

As previously shared with the Board, MPS developed a new **Teacher Observation Rubric** and instructional coaching model in partnership with **inField** during the 2024–25 school year. This work was piloted at **MSA–Santa Ana** and informed refinements to both the rubric and the coaching approach.

Since spring 2025, the MPS Home Office Instructional Support Team has been training school leaders and teachers on the new rubric and coaching model. The model is currently being implemented across MPS schools. To support consistency and calibration, norming walks have been conducted for **Domains 1 and 2** of the rubric. **Domains 3 and 4** will be introduced for evaluation scoring in the 2026–27 school year, with additional training and norming planned.

Throughout the 2025–26 school year, principals, academic leads, and student services leads have participated in ongoing monthly professional learning focused on deepening understanding of the rubric, developing actionable feedback, practicing coaching conversations, and strengthening instructional leadership.

Analysis:

The attached **MPS Teacher Evaluation Protocol** reflects the updated observation rubric and clearly outlines the evaluation process, including the integration of coaching observations and multiple sources of evidence. Evaluation and observation forms have been developed within **Grow**, MPS's digital platform for observation, coaching, and evaluation.

In addition, metrics aligned to the **2030 Strategic Plan** have been developed to monitor the effectiveness of the new rubric and coaching model over time.

Impact:

The revised Teacher Evaluation Protocol, combined with frequent observations and targeted coaching, is designed to strengthen teacher professional growth and improve student outcomes across MPS.

Exhibits:

- Revised MPS Teacher Evaluation Protocol

TEACHER EVALUATION PROTOCOL

Last Updated: 2/12/26

MAGNOLIA PUBLIC SCHOOLS (MPS) TEACHER EVALUATION PROTOCOL

Introduction

The vision of Magnolia Public Schools (MPS) is that our graduates commit to building a more peaceful and inclusive global society by transforming traditional ideas through creative thinking, effective communication, and the rigor of science. It is MPS's mission to provide a safe and nurturing community using a whole-child approach to deliver a high-quality, college-preparatory STEAM education in an environment that cultivates respect for self and others.

All MPS teachers are expected to learn, grow, and embody the vision and mission of MPS in their daily practice. The successful work of MPS teachers depends on a culture grounded in learning, open and honest communication, collaboration, use of data, and mutual accountability. The MPS evaluation process is designed to support this culture and contribute to the organization's pursuit of excellence in education.

Purposes of the Evaluation

MPS firmly believes that teacher quality is the single most important school-based factor in increasing student achievement. The evaluation process is intended to support teachers in building on their strengths while identifying growth areas to become more effective and reflective practitioners. It facilitates open dialogue between the teacher and evaluator, enables the setting of meaningful goals, and outlines actionable next steps to support progress. In addition, the evaluation process provides documentation that may inform decisions related to transfer, promotion, reassignment, or disciplinary action.

The Evaluation Process

To ensure a fair and reliable teacher evaluation, MPS uses multiple measures of performance. These include the teacher's self-assessment and annual goals, which should align with both organizational priorities and the teacher's individual growth. Evaluators also consider progress on relevant Local Control and Accountability Plan (LCAP) metrics, lead indicators, and formative assessment data that reflect the teacher's impact on student learning. Additional sources—such as evidence of instructional practice, professional conduct, and feedback from students, families, and colleagues—are also considered to build a well-rounded picture of teacher performance. These and other relevant inputs help inform and supplement ratings across the four domains of the **MPS Teacher Observation Rubric**, along with a fifth domain focused on **Commitment to the School Community and Profession**.

The **MPS Teacher Observation Rubric** expresses a unified vision for high-quality instruction at Magnolia Public Schools. Its use promotes consistency and coherence in teaching practices across all MPS campuses while supporting improved student learning outcomes systemwide. Instructional coaches use the rubric to provide formative feedback that informs coaching and professional development. It also serves as the foundation for formal evaluation of instructional quality.

Each indicator in the rubric describes specific teacher and student behaviors that should be observable at four distinct performance levels. The goal for all teachers is to work toward a rating of **Proficient (Level 3)** or higher. To further support teacher development, each domain is followed by a section titled **Core Teaching Strategies**, which highlights effective practices that contribute to student success. While not evaluated directly, these strategies serve as a resource for teachers and coaches to guide professional growth.

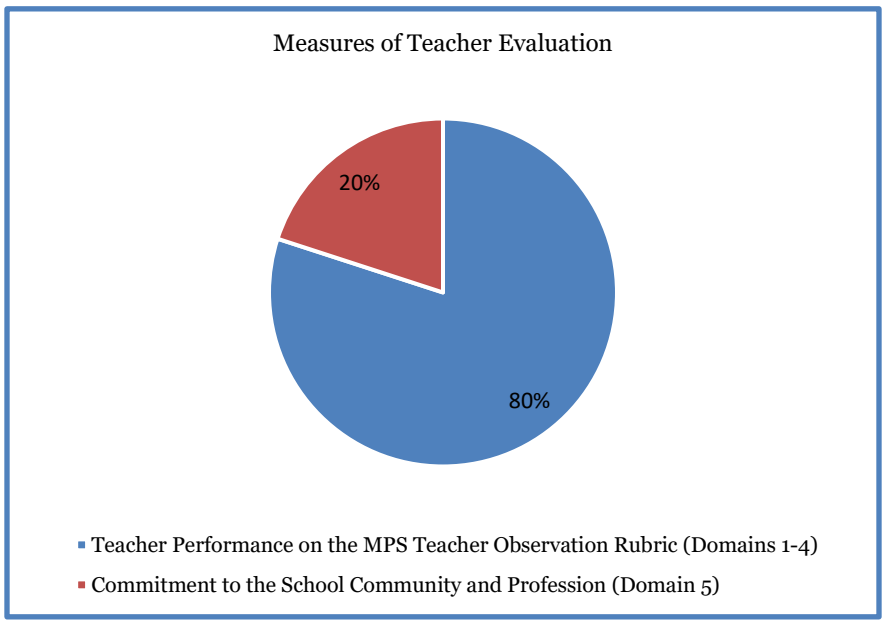
The rubric is designed to capture both instructional practices and observable student learning outcomes. It anchors a comprehensive evaluation process that includes frequent informal observations and feedback, a formal observation

cycle, evidence collection to support collaborative reflection, and ongoing goal setting and progress monitoring. This process is complemented by assessment of **the teacher's professionalism, ethical conduct, and contribution to the school community**—as reflected in the domain titled *Commitment to the School Community and Profession*—as well as student and family feedback and relevant data on student performance.

A strong body of research affirms that teacher quality is one of the most significant factors influencing student success. By incorporating evidence of **student outcomes**—both those observed during instruction and those reflected in broader **student performance data**—into the evaluation process, MPS aims to support meaningful, ongoing dialogue between teachers and their evaluators.

Evaluation Components and Weighting

Measure	Percentage
Teacher Performance on the MPS Teacher Observation Rubric (Domains 1-4)	80%
Commitment to the School Community and Profession (Domain 5)	20%
Additional evidence—such as teacher goals, relevant student, family, and staff feedback, formative assessment data, lead indicators, alignment to LCAP metrics, and progress toward school and organizational priorities—will be used to supplement and inform ratings in Domains 1–5.	Not assigned a separate percentage



While only Domains 1–5 receive weighted scores, a wide range of additional evidence is considered to ensure a fair, comprehensive, and contextually informed evaluation. These supplemental inputs help deepen understanding of teacher impact and growth and support meaningful conversations throughout the evaluation process.

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End-of-Year Overall Evaluation Rating

Evaluators will use the weighted measures described above to determine a teacher's final score on their end-of-year performance evaluation. Based on the overall score, the teacher will receive an overall evaluation rating on a four-point scale, as outlined below.

Overall Performance Score	Overall Evaluation Rating	Rating Descriptor
3.50 – 4.00	**4: Highly Effective (HE)**	The teacher **consistently** demonstrates practices that **exceed expectations** across the MPS Teacher Observation Rubric, including the domain on *Commitment to the School Community and Profession*. They **surpass established goals** for student learning outcomes and receive **strong feedback** from students, families, and colleagues. A Highly Effective rating reflects **excellence** in instruction, professionalism, and contribution to the school community. Teachers at this level are **top performers** whose growth areas lie in deepening impact and modeling innovation. **Specific evidence and commentary are required** to support this rating.
2.50 – 3.49	**3: Effective (E)**	The teacher **regularly** demonstrates **proficiency** across the domains of the MPS Teacher Observation Rubric and **meets expectations** for student learning, professional responsibilities, and feedback from educational partners. This rating reflects **strong, consistent performance** and a **positive contribution** to the school community. While opportunities for continued growth remain, an Effective rating indicates that the teacher is a **reliable and valued educator**.
1.50 – 2.49	**2: Developing (D)**	The teacher **sometimes** demonstrates expected practices across the rubric and **meets some, but not all, performance goals**. A Developing rating indicates **emerging proficiency and potential**, but also the need for **greater consistency and growth**. **Targeted support and coaching are needed** to improve performance across instructional and professional domains.
1.00 – 1.49	**1: Ineffective (I)**	The teacher **rarely** demonstrates expected practices outlined in the MPS Teacher Observation Rubric and **meets few established goals** for instruction, professional responsibilities, or student learning. An Ineffective rating signals that performance is **unsatisfactory** and requires **significant improvement**. **This rating must be supported with specific evidence and documentation**.

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Evaluation Calendar

The following table outlines the steps of the evaluation process with a recommended timeline.

Timeline	Forms/Documents	Evaluation Steps
August	Evaluation Protocol MPS Teacher Observation Rubric	▪ Evaluators provide teachers with the evaluation protocol, MPS Teacher Observation Rubric, self-assessment and goal-setting forms, and planning documentation guidance.
August–September	Self-Assessment Form Goal-Setting & Progress Monitoring Form Classroom Observation Note-catcher	▪ Each teacher completes a self-assessment reflecting on the four instructional domains: • Caring Community of Learners • Essential Content and Rigor of Task • Student Thinking and Academic Ownership • Data-Informed Instruction and Feedback ▪ Teacher meets with evaluator to set one or two growth goals. ▪ Evaluator conducts one informal observation focusing on Domain 1: Caring Community of Learners**.**
October – November	Classroom Observation Note-catcher	▪ Evaluator conducts one informal observation focusing on **Domain 2: Essential Content and Rigor of Task**.
Mid-October – End of November	Planning & Preparation Evidence Form* Classroom Observation Note-catcher Post-Observation Reflection Form*	▪ Selected teachers submit unit plans and a sample lesson plan for formal observation. ▪ Evaluators schedule and complete the **Formal Observation Cycle**, which includes a pre-observation conference, classroom observation, and post-observation conference. ▪ Post-observation reflections and tentative rubric-aligned notes (not final ratings) are completed. ▪ If applicable, evaluators initiate support or improvement plans using the Goal-Setting & Progress Monitoring Form. ▪ Teachers in years 1–3 and a random sample with 4+ years are typically observed in the first semester.
Early December	Self-Assessment Form Goal-Setting & Progress Monitoring Form	▪ Teachers update their self-assessment and reflect on progress toward goals. ▪ Evaluators hold **mid-year goal review** meetings. Teachers may revise goals or set new ones for the remainder of the year.
By End of December		▪ For every teacher: • Self-assessment and goal-setting completed • Two informal observations conducted • At least one peer observation completed

		▪ For selected teachers: • One Formal Observation Cycle completed (tentative Domain 1–4 ratings)
December – Mid-February	Classroom Observation Note-catcher	▪ Evaluator conducts one informal observation focusing on **Domain 3: Student Thinking and Academic Ownership**. ▪ This observation may be scheduled before or after the mid-year goal review, depending on pacing and school needs.
January – Mid-March	Planning & Preparation Evidence Form* Classroom Observation Note-catcher Post-Observation Reflection Form*	▪ Evaluators conduct one or two informal observations, focusing on **Domain 4: Data-Informed Instruction and Feedback** or teacher-identified growth areas. ▪ Teachers not yet formally observed participate in the **Formal Observation Cycle** during this window. ▪ Teachers submit unit plans and a sample lesson plan for the formal observation. ▪ The cycle includes a pre-observation conference, observation, and post-observation conference. ▪ Post-observation reflections and tentative rubric-aligned notes (not final ratings) are completed.
Mid-March – April 1	Summative Assessment Form Commitment to School Community and Profession Form Teacher Evaluation Summary Page	▪ Evaluators assign final ratings across all five domains of the MPS Teacher Observation Rubric. ▪ All final evaluation forms are completed and shared with each teacher.
By **April 1**		▪ For every teacher: • Updated self-assessment • Goal progress documented • Four informal observations completed • Two peer observations completed • One Formal Observation Cycle completed • Summative evaluation submitted and shared
April-May	Classroom Observation Form	▪ (Recommended) Evaluators conduct one or two additional informal observations focused on identified growth areas or priority domains.
May-June	Goal-Setting & Progress Monitoring Form	▪ Teachers and evaluators meet to reflect on progress toward the year's goals.

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		▪ Teachers document final reflections and close out completed goals. ▪ Where appropriate, teachers begin drafting one or two preliminary goals for the following school year to revisit in the fall.

Professional Judgment and Flexibility

The timeline above is a recommended guide for MPS evaluators to support the timely and thoughtful completion of all steps in the teacher evaluation process. While consistency across schools is important, evaluators may exercise professional judgment and adjust the timing or sequencing of certain steps as needed—so long as the core design and intent of the evaluation process are maintained.

For example, depending on staff size and scheduling constraints, an evaluator may combine a post-observation conference with a mid-year goal review meeting for selected teachers. Similarly, some end-of-year goal-setting meetings may occur prior to final evaluations being shared.

Although a monthly focus on specific instructional domains is encouraged to support coherence across MPS, evaluators are expected to adapt observations, coaching, and feedback to respond to each teacher's unique strengths, needs, and growth areas throughout the year.

Any adjustments should preserve required evaluation components and ensure that teachers receive timely feedback and meaningful opportunities for reflection, coaching, and professional growth.

Measures of Teacher Evaluation:

(1) Teacher Performance on the MPS Teacher Observation Rubric

The **MPS Teacher Observation Rubric** expresses a unified vision for high-quality instruction at Magnolia Public Schools. Grounded in research on teaching and learning, the rubric outlines teacher and student behaviors across four instructional domains:

- **Domain 1:** Caring Community of Learners
- **Domain 2:** Essential Content and Rigor of Task
- **Domain 3:** Student Thinking and Academic Ownership
- **Domain 4:** Data-Informed Instruction and Feedback

The rubric anchors MPS's approach to both **coaching and evaluation**, ensuring shared language and expectations across all schools. It serves as the foundation for classroom observations, teacher feedback, goal-setting, and professional development planning.

To ensure a comprehensive and balanced understanding of teacher practice, the annual evaluation process includes:

- Frequent classroom observations (informal or coaching-based)
- At least one formal observation cycle per teacher
- Collection of supporting evidence and documentation
- Teacher self-assessment and collaborative goal setting
- Ongoing coaching (where applicable)
- Mid-year and end-of-year performance reviews

MPS uses an online tool to document observations, feedback, evidence, and evaluation forms. This tool is accessible to both teachers and evaluators. Teachers are also encouraged to conduct **peer observations** throughout the year.

Classroom Observations

Classroom observations are at the heart of teacher development and evaluation. When implemented well, they provide insight into instructional strengths and areas for growth. MPS uses two types of classroom observations that work in collaboration: informal observations (coaching visits) and formal observations.

Informal Observations / Coaching Visits:

- May be conducted by school administrators, instructional coaches, department chairs, MPS Home Office staff, or other trained professionals.
- Typically last **15–20 minutes**. While informal observations may be unannounced, those that are part of a coaching cycle are usually scheduled collaboratively between the coach and teacher.
- Focus on one or more indicators from the **MPS Teacher Observation Rubric**.

- Are intended to provide **formative, bite-sized feedback** that is constructive, actionable, and aligned to teacher goals.
- Should connect to the teacher's self-identified growth areas, coaching goals, or school-wide instructional priorities.
- Serve as a foundation for coaching conversations, including **ObsFeedback meetings**.
- May be accompanied by feedback in writing and/or through in-person meetings, **ideally within 48 hours of the observation**.
- Are recorded using the **Classroom Observation Note-Catcher**.
- Teachers are encouraged to conduct at least **two peer observations per year** as part of their professional growth.

MPS recommends a minimum of **four informal observations per year** for all teachers not receiving more frequent coaching.

Formal Observations:

- Formal observations are conducted at least once annually for each teacher, with additional observation cycles as appropriate based on teacher experience, instructional need, or support plans.
- Formal observations are typically scheduled in advance and may span a full class period. As coaching structures continue to strengthen, alternative observation lengths may be used when sufficient instructional evidence can be gathered.
- Each formal observation comprises three components:
    - **Pre-observation conference:** The teacher shares planning and preparation evidence, including relevant unit plan(s) and an exemplary lesson plan, to provide context for the observation.*
    - **Formal observation:** The evaluator gathers evidence of teacher and student actions aligned to the instructional domains and indicators of the MPS Teacher Observation Rubric.
    - **Post-observation conference:** The evaluator and teacher engage in a collaborative review of the lesson, evidence, and areas of strength and growth. Feedback, ratings (when applicable), and next steps are discussed.*
- The Formal Observation Cycle should ideally be completed within one week.
- Formal observations are documented using the Classroom Observation Note-Catcher and Post-Observation Reflection Form.*

* At the time of publication, the **MPS Teacher Planning & Preparation Evidence Form** and **MPS Teacher Post-Observation Reflection Form** are under development. In the interim, observers and observees may use existing meeting and observation tools within the online platform or other agreed-upon methods to share unit and lesson plans, reflections, feedback, and next steps. Once finalized, MPS forms will be adopted for use across schools to support consistency and alignment in the observation process.

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Note on Formal Observations During the Coaching Transition:

As MPS strengthens and systematizes its instructional coaching structures, the reliance on formal full-period observations is expected to decrease. The long-term goal is to shift toward a model in which frequent, short observations—paired with high-quality coaching conversations—provide sufficient and ongoing evidence of instructional practice. Until this high-frequency coaching model is implemented consistently and with fidelity across schools, formal observations will remain a component of the teacher evaluation process.

For any given formal observation cycle, evaluators may prioritize specific domain(s) for scoring based on teacher experience, previous evaluation data, and instructional goals. Evidence is collected across all instructional domains, even when scoring is focused on a subset of domains for a particular observation cycle.

While all teachers will participate in **at least one formal observation cycle annually**, schools may determine that additional formal observations are appropriate based on teacher experience, prior performance, or support needs. The number of formal observations and the domains prioritized may vary across the year.

For example:

- Teachers who are new to the profession may participate in multiple formal observation cycles that prioritize **Domain 1 and Domain 2**, with the focus shifting over time as instructional practice develops.
- Teachers who are developing or who were rated below proficient in a prior evaluation may receive additional formal observations aligned to identified growth areas and beginning-of-year goals.
- Experienced or consistently proficient teachers may participate in a single formal observation focused on higher-leverage domains, such as **Domain 3 and/or Domain 4**, unless data indicates a need to prioritize other areas.
- Teachers on support or improvement plans may participate in multiple, targeted formal observations aligned to the goals of the plan.

Evidence from coaching observations, walkthroughs, and instructional artifacts may also be used to inform summative ratings across all domains.

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Evidence Collection

High-quality evidence is the foundation of a fair, reliable, and growth-oriented observation and evaluation process. Whether during informal visits, coaching observations, or formal observations, evaluators and coaches should aim to capture **objective, specific, and relevant evidence** that aligns with the MPS Teacher Observation Rubric.

When collecting evidence during observations, evaluators should document what is **seen and heard**, not interpret or judge in the moment. The goal is to ground all feedback and ratings in observable teacher and student actions.

Key sources of evidence include:

- **Verbatim scripting** of teacher or student dialogue
- **Non-evaluative descriptions** of observed behaviors or interactions
- **Quantitative data** (e.g., time on task, student participation, use of strategies or materials)
- **Details about the environment** or context (e.g., grouping, displays, routines)

Evaluators should avoid drawing conclusions, summarizing practices, or including personal interpretations in their raw notes. Instead, they should focus on gathering **neutral, objective evidence** that can later be analyzed in relation to rubric indicators. This approach promotes transparency and trust and enables **collaborative reflection and coaching** with teachers.

Some key differences between evidence and opinion:

Evidence	Opinion
Describes what is seen or heard	Interprets or evaluates what is seen or heard
Objective, specific, and unambiguous	Subjective, judgmental, or inferred
Free of assumptions or conclusions	Draws conclusions or makes inferences
Supports collaborative analysis	May create confusion or defensiveness

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Rating of Teacher Performance on the MPS Teacher Observation Rubric

The **MPS Teacher Observation Rubric** is the primary tool for assessing instructional performance at Magnolia Public Schools. The rubric is organized into four instructional domains, each of which includes four clearly defined indicators describing observable teacher and student behaviors. The domains are:

- **Domain 1: Caring Community of Learners**
- **Domain 2: Essential Content and Rigor of Task**
- **Domain 3: Student Thinking and Academic Ownership**
- **Domain 4: Data-Informed Instruction and Feedback**

Each indicator is scored holistically using one of four performance levels:

- **Level 1: Emerging**
- **Level 2: Approaching**
- **Level 3: Proficient**
- **Level 4: Exemplary**

The goal for all MPS teachers is to demonstrate performance at **Level 3 (Proficient)** or higher. Indicators are scored based on a preponderance of evidence collected from classroom observations, artifacts, and other relevant documentation.

Each of the four instructional domains carries **equal weight**, and the four indicators within each domain are **weighted equally** as well. At the end of the evaluation cycle, **indicator scores are averaged (to two decimal places) to produce a domain score**. These four domain scores are then used—alongside other evaluation components such as **Domain 5: Commitment to the School Community and Profession**—to inform the teacher's final end-of-year performance rating.

While Domains 1–4 are assessed using the instructional observation rubric described above, Domain 5 is evaluated separately and is not part of the classroom observation rubric. Domain 5 reflects a teacher's professionalism, ethical conduct, and contributions to the school community and is assessed holistically using a distinct set of qualitative indicators and sources of evidence.

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Note on Observation and Coaching Structures During the Transition Year:

MPS is in the process of transitioning from a traditional evaluation model—characterized by a fixed number of informal observations and a single formal observation—toward a system that is deeply rooted in **high-impact instructional coaching**.

In the evolving model, educators are supported through regular, job-embedded coaching. Coaching is responsive to educator need and may include ObsFeedback meetings, data meetings, planning meetings, or other one-on-one protocols. Coaching cycles are aligned to the MPS Teacher Observation Rubric and are designed to target specific indicators, instructional practices, or professional growth priorities. Observations within coaching cycles typically include a **15–20 minute classroom visit**, followed by a feedback conversation ideally held within **48 hours**.

Educators who are new to MPS or identified as high-need may receive more frequent coaching support for a defined period of time. To support this structure, school leaders coordinate schedules, ensure consistent instructional leadership presence, and engage in regular walkthroughs and calibration conversations. Through a combination of coaching, observation, and professional learning, teachers receive frequent opportunities for development throughout the school year.

During this transition, not all teachers may be fully integrated into weekly coaching cycles. In those cases, evaluators should follow the baseline expectations outlined in this protocol, including a **minimum of four informal observations or coaching visits, at least one formal observation cycle, and structured reflection on progress toward professional goals**.

During the transition period, formal observations continue to be included in the evaluation process but are intended to function in coordination with coaching observations, walkthroughs, and other sources of evidence. Together, these sources support a more complete and balanced understanding of instructional practice while reinforcing the instructional coaching model.

The aim during this transition is to balance **equity, responsiveness, and alignment** as MPS builds a coherent system that supports continuous, embedded educator development.

Transition Year Adjustment (2025–26):

For the **2025–26 school year**, **Domain 1, Domain 2, and Domain 5** will be used to calculate the overall evaluation rating.

Evidence and scores from **Domain 3 and Domain 4** may be collected and documented to support coaching, feedback, and professional growth; however, these domains **will not contribute to the summative evaluation rating** during the 2025–26 school year.

This transition period allows teachers and leaders time to build shared understanding, calibration, and strong instructional practice in these domains prior to their inclusion in evaluation scoring.

Beginning in the **2026–27 school year**, all domains (**Domains 1–5**) will be fully included in evaluation scoring.

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MPS Teacher Observation Rubric: Domains and Indicators

The MPS Teacher Observation Rubric articulates a unified vision for high-quality instruction across Magnolia Public Schools (MPS) through a single, cohesive tool. Its consistent use promotes alignment in instructional expectations and supports improved student learning outcomes across all MPS campuses. Instructional coaches use the rubric to provide formative feedback that drives teacher development and informs professional learning. The rubric also serves as the basis for evaluative feedback on instructional quality.

The table below outlines the four instructional domains, each accompanied by its essential question and four indicators. For detailed indicator descriptors, core teaching strategies, and other guidance, please refer to the attached **MPS Teacher Observation Rubric**.

Domain 1: Caring Community of Learners **Essential Question: Do the relationships and expectations create the conditions for powerful and engaged learning for all students?**
Indicator 1.1 Access to High Academic Expectations We learn best when expectations are high and everyone is supported and encouraged to reach them.
Indicator 1.2 Access to High Behavior Expectations We learn best when directions and rules are clear, and everyone strives to abide by them.
Indicator 1.3 Caring Community We learn best in community with others who care about us.
Indicator 1.4 Predictable Routines and Efficient Use of Time We learn best when meaningful routines and procedures are in place to maximize instructional time.
Domain 2: Essential Content and Rigor of Task **Essential Question: Are all students engaged in content aligned to the appropriate standards for their subject, grade and individual needs?**
Indicator 2.1 Lesson Objective(s) We learn best when we clearly understand what we are learning, why it matters, and how we will demonstrate our understanding.
Indicator 2.2 Lesson Rigor We learn best when we engage in productive struggle with high quality instructional materials from the MPS adopted curriculum.
Indicator 2.3 Lesson Alignment and Pacing We learn best from teachers who ensure we spend most of our time on the most important things.
Indicator 2.4 Differentiation

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We learn best when we have the accommodations and adaptations we need to advance our learning.
Domain 3: Student Thinking and Academic Ownership **Essential Question: Are all students empowered to actively think, engage and apply their knowledge?**
Indicator 3.1 Questioning We learn best when our teachers ask us to grapple with big questions, and we are required to explain our thinking.
Indicator 3.2 Heavy Lifting We learn best where students do most of the thinking, reading, writing, speaking and creating.
Indicator 3.3 Discussion We learn best when we engage with one another through discussion.
Indicator 3.4 Building Content Expertise in Students We learn best when instruction encourages deep learning that allows us to apply our knowledge to new situations.
Domain 4: Data-Informed Instruction and Feedback **Essential Question: Do all students demonstrate what they are learning, and does the teacher respond effectively to what their work shows?**
Indicator 4.1 Monitoring Classwork and Checking for Understanding We learn best when our early attempts at applying new content or skills occur in a low-stakes, supportive environment, allowing the teacher to assess everyone's progress.
Indicator 4.2 Data-Informed Reteaching We learn best when instructional decisions are directly connected to addressing student misconceptions.
Indicator 4.3 Individual Feedback We learn best when we receive targeted feedback that helps clarify our understanding and affirms what we are doing well.
Indicator 4.4 Mastery of Day's Lesson We learn best when we make incremental daily progress toward our big year-end goals.

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Each indicator in the MPS Teacher Observation Rubric includes a set of descriptors that illustrate what teacher and student behaviors look like at each of the four performance levels: Emerging, Approaching, Proficient, and Exemplary. These descriptors provide observers with clear, concrete examples of practice at each level and help ensure consistent, evidence-based evaluation. Descriptions for each indicator can be found in the attachment: **MPS Teacher Observation Rubric**. Below is an example:

Indicator	Emerging – Level 1	Approaching – Level 2	Proficient – Level 3	Exemplary – Level 4
Indicator 1.1 Access to High Academic Expectations We learn best when expectations are high and everyone is supported and encouraged to reach them.	Teacher rarely demonstrates, models, or communicates high expectations for learning and achievement for all students and provides support matched to students' needs to help meet those expectations.	Teacher sometimes demonstrates, models, or communicates high expectations for learning and achievement for all students and provides support matched to students' needs to help meet those expectations.	Teacher almost always demonstrates, models, or communicates high expectations for learning and achievement for all students and provides support matched to students' needs to help meet those expectations.	Teacher always demonstrates, models, or communicates high expectations for learning and achievement for all students and provides support matched to students' needs to help meet those expectations.
	AND LESS THAN 70% of students attempt instructional tasks when directed, volunteer responses and/or ask relevant questions.	AND AT LEAST 70% of students attempt instructional tasks when directed, volunteer responses and/or ask relevant questions.	AND AT LEAST 80% of students attempt instructional tasks when directed, volunteer responses and/or ask relevant questions.	AND AT LEAST 95% of students* attempt instructional tasks when directed, volunteer responses and/or ask relevant questions.

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(2) Domain 5: Commitment to the School Community and Profession

Essential Question:

Does the teacher model professionalism, equity, and collaboration in service of a thriving school community?

Focus:

Commitment to ethical conduct, collaboration, communication, and professional responsibilities.

MPS believes that a teacher's professional integrity, relationships, and commitment to growth are foundational to effective teaching and learning. While Domains 1–4 capture the instructional core, Domain 5 recognizes that how teachers conduct themselves—as colleagues, leaders, and contributors to the school community—matters deeply to student outcomes and school culture.

This domain reflects expectations related to ethics, responsibility, professionalism, and collaboration that may not be fully observable in classroom visits but are essential to the success of every school. Evaluators consider a range of evidence over time—including observations, communications, documentation, and professional interactions—when assessing this domain.

Example Indicators:

1. Demonstrates integrity, professionalism, and ethical conduct; maintains confidentiality and adheres to all laws, board policies, and professional expectations.
2. Upholds student safety, privacy, and wellbeing; follows schoolwide protocols and fulfills all required duties, including accurate record-keeping and timely use of attendance and communication systems.
3. Completes responsibilities in a timely, thorough, and reliable manner; produces high-quality work and meets deadlines with attention to detail.
4. Communicates clearly, respectfully, and professionally in all formats; responds to inquiries in a timely manner and keeps others informed.
5. Listens actively and maintains professionalism in challenging situations; accepts constructive feedback and uses it to improve practice.
6. Engages in professional reflection and learning; seeks out opportunities to grow and applies new learning to support student success.
7. Acknowledges and works to counter personal or systemic biases; promotes fairness, equity, and inclusive practices in all interactions.
8. Collaborates effectively with colleagues, families, and community members; contributes to a positive, inclusive, and culturally responsive school culture.
9. Maintains self-care and resilience practices that support professional well-being; helps foster a supportive and collegial work environment.
10. Accepts responsibility for both successes and setbacks; demonstrates flexibility, initiative, and a strong work ethic—including a willingness to take on additional responsibilities when needed.

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Scoring and Use in Evaluation

Performance on Domain 5 is assessed holistically at the end of the year and assigned one overall domain rating. Evaluators consider the extent to which the teacher has demonstrated the above indicators over time, using evidence such as school responsibilities, communications, documentation, staff interactions, participation in the school community, and observed professionalism.

Each teacher will receive one of the following ratings:

Rating	Level	Descriptor
Exemplary	**4**	Teacher **consistently** demonstrates **all or nearly all** of the indicators outlined in Domain 5. Performance is **excellent** and serves as a **model for others**.
Proficient	**3**	Teacher demonstrates a **majority** of the indicators **most of the time**. Performance is **strong** and contributes **positively** to school culture, though some indicators may require further growth.
Approaching	**2**	Teacher **sometimes** demonstrates the indicators outlined in Domain 5. Performance is **inconsistent** and **improvement is needed** to build reliability across expectations.
Emerging	**1**	Teacher **rarely** demonstrates the indicators. Performance in this domain is **unsatisfactory** and requires **immediate attention** and **significant improvement**. **Specific evidence and comments are required** for this rating.

This domain affirms the importance of professionalism as a foundation for trust, collaboration, and continuous improvement. By cultivating a strong sense of responsibility and ethical commitment, MPS educators serve not only their students—but also their colleagues, families, and the broader community. Excellence in teaching begins with excellence in conduct.

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(3) Overall Evaluation Rating

The final overall evaluation rating is determined using weighted measures (as detailed in the "Evaluation Measures and Weights" section of this protocol) and is expressed using a four-point scale:

- **4: Highly Effective**
- **3: Effective**
- **2: Developing**
- **1: Ineffective**

These overall ratings provide a clear summary of performance while supporting meaningful conversations about growth, development, and professional impact.

The following table outlines the overall evaluation rating breakdown.

Overall Evaluation Rating	Range for Overall Score
4 - Highly Effective (HE)	3.50 – 4.00
3 - Effective (E)	2.50 – 3.49
2 - Developing (D)	1.50 – 2.49
1 - Ineffective (I)	1.00 – 1.49

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Attachments:

The following are attachments referenced in the MPS Teacher Evaluation Protocol.

- MPS Teacher Observation Rubric
- MPS Observation Note-Catchers for Domains 1-4
- Domain 5 - Commitment to the School Community and Profession
- MPS Teacher Self-Assessment Form
- MPS Teacher Goal-Setting & Progress Monitoring Form
- MPS Teacher Planning & Preparation Evidence Form *(under development; interim tools may be used)*
- MPS Teacher Post-Observation Reflection Form *(under development; interim tools may be used)*
- MPS Teacher Summative Assessment Form
- MPS Teacher Evaluation Summary Page

Magnolia Public Schools
Teacher Observation Rubric

VISION OF USE

The MPS Teacher Observation Rubric expresses a unified vision for high quality instruction at Magnolia Public Schools (MPS) through a single rubric. Its use enhances the consistency of quality instruction while improving student learning outcomes across all MPS. Instructional coaches provide formative feedback based on the rubric to inform teacher coaching and professional development. They also use this tool to provide evaluative feedback to teachers on the quality of instruction.

Leaders will	Teachers will
• Norm their ratings before implementing the tool and revisit norming on a regular basis • Anchor classroom visit data collection to the rubric (walkthroughs, informal observations and formal observations) • Inform individual teacher coaching and group professional development based on data gathered • Prioritize certain domains and indicators at different times of the school year • Communicate the current priority domain and indicator during staff meetings and professional development • Communicate to individual teachers how their feedback connects to the rubric • Use student achievement data to inform teacher ratings	• Conduct a self-assessment using the rubric and set their annual goals aligned to the rubric • Anchor peer observations to the rubric • Anchor grade level and department collaboration to the rubric • Use the tool as a resource for lesson planning and instruction • Apply the feedback to enhance instruction to improve student learning outcomes • Select rubric-aligned strategies to continuously refine practice and develop professionally

RUBRIC DOMAINS

The rubric is structured by four Domains that describe the critical elements of an effective classroom. An Essential Question anchors each domain.

Domain		Essential Question
1	Caring Community of Learners	Do the relationships and expectations create the conditions for powerful and engaged learning for all students?
2	Essential Content and Rigor of Task	Are all students engaged in content aligned to the appropriate standards for their subject, grade and individual needs?
3	Student Thinking and Academic Ownership	Are all students empowered to actively think, engage and apply their knowledge?
4	Data-Informed Instruction and Feedback	Do all students demonstrate what they are learning, and does the teacher respond effectively to what their work shows?

ESSENTIAL QUESTIONS

Each Essential Question guides the observer to focus on the Indicators that describe the domain at four levels of performance. Each Indicator has several descriptors. These descriptors articulate the teacher and student behaviors that an observer would see in the classroom at each of four different performance levels. The goal for each teacher is to work towards a rating of “Proficient” or a “Level 3” or higher.
The language in the proficient column outlines the characteristics of a strong classroom in each Indicator.

CORE TEACHING STRATEGIES

Many teacher actions contribute to high quality teaching and learning. To recognize this important work, each Domain includes Core Teacher Strategies on the page that follows the Domain. Core Teaching Strategies are not evaluated. Rather, they serve as a guide to teachers and coaches as to how to support teacher growth and development.

RUBRIC INSPIRATION

To create this rubric, a cross-functional team of MPS staff drew from inspiring research backed rubrics like the TNTP Core Rubric as well as rubrics from peer organizations such as KIPP Foundation and Vista College Prep. They also used the tools previously implemented across MPS to inform the rubric and the Core Teaching Strategies.

Magnolia Public Schools
Teacher Observation Rubric

	Domain 1: Caring Community of Learners			
	Essential Question: Do the relationships and expectations create the conditions for powerful and engaged learning for all students?			
	Emerging - Level 1	Approaching - Level 2	Proficient - Level 3	Exemplary - Level 4
Indicator 1.1 Access to High Academic Expectations We learn best when expectations are high and everyone is supported and encouraged to reach them.	Teacher rarely demonstrates, models, or communicates high expectations for learning and achievement for all students and provides support matched to students' needs to help meet those expectations.	Teacher sometimes demonstrates, models, or communicates high expectations for learning and achievement for all students and provides support matched to students' needs to help meet those expectations.	Teacher almost always demonstrates, models, or communicates high expectations for learning and achievement for all students and provides support matched to students' needs to help meet those expectations.	Teacher always demonstrates, models, or communicates high expectations for learning and achievement for all students and provides support matched to students' needs to help meet those expectations.
	AND LESS THAN 70% of students attempt instructional tasks when directed, volunteer responses and/or ask relevant questions.	AND AT LEAST 70% of students attempt instructional tasks when directed, volunteer responses and/or ask relevant questions.	AND AT LEAST 80% of students attempt instructional tasks when directed, volunteer responses and/or ask relevant questions.	AND AT LEAST 95% of students* attempt instructional tasks when directed, volunteer responses and/or ask relevant questions.
Indicator 1.2 Access to High Behavior Expectations We learn best when directions and rules are clear, and everyone strives to abide by them.	Teacher rarely demonstrates, models, or communicates high expectations for student behavior. Rules and directions are unclear, or tiered interventions (i.e. PBIS) are not used effectively to help all students meet expectations.	Teacher sometimes demonstrates, models, or communicates high expectations for student behavior. Rules and directions are often unclear, or tiered interventions (i.e. PBIS) are not used effectively to help all students meet expectations.	Teacher almost always demonstrates, models, or communicates high expectations for student behavior. Clear rules or norms and directions are provided, along with tiered interventions (i.e. PBIS) to help all students meet these expectations.	Teacher always demonstrates, models, or communicates high expectations for student behavior. Clear rules or norms and directions are provided, along with tiered interventions (i.e. PBIS) to help all students meet these expectations.
	AND LESS THAN 70% of students follow behavioral expectations and/or directions.	AND AT LEAST 70% of students follow behavioral expectations and/or directions.	AND AT LEAST 80% of students follow behavioral expectations and/or directions.	AND AT LEAST 95% of students* follow behavioral expectations and/or directions.
Indicator 1.3 Caring Community We learn best in community with others who care about us.	Teacher does not demonstrate respect for all students or all adults through both words and actions. Or there is one or more incidents of blatant disrespect by the teacher.	Teacher almost always demonstrates respect for all students and adults through both words and actions.	Teacher consistently demonstrates genuine care and respect for all students and adults through both words and actions, fostering a growth mindset in students and an environment where all feel valued.	Teacher consistently demonstrates genuine care and respect for all students and adults through both words and actions, fostering a growth mindset in students and an environment where all feel valued. The teacher also encourages students to show respect and care for one another.
	AND LESS THAN 70% of students exhibit care for their peers and adults and contribute positively to the learning community.	At LEAST 70% of students exhibit care for their peers and adults and contribute positively to the learning community.	At LEAST 80% of students exhibit care for their peers and adults and contribute positively to the learning community.	AND AT LEAST 95% of students* exhibit care for their peers and adults, contribute positively to the learning community and demonstrate a growth mindset when mistakes are made.
Indicator 1.4 Predictable Routines and Efficient Use of Time We learn best when meaningful routines and procedures are in place to maximize instructional time.	Teacher has established few or no routines and procedures for managing transitions, instructional groups, materials, supplies, and other activities.	Teacher has established some routines and procedures for managing transitions, instructional groups, materials, supplies, and other activities.	Teacher has established clear routines and procedures for managing transitions, instructional groups, materials, supplies, and other activities. This organization allows for the efficient use of instructional time and the safe movement of teachers and students.	Teacher has established student-led routines and procedures for managing transitions, instructional groups, materials, supplies, and other activities. This organization allows for the efficient use of instructional time and the safe movement of teachers and students.
	AND there is/are instances when students are left without work to do for five minutes or more.	AND there is/are instances when students are left without work to do for more than 2 minutes.	AND there is/are instances when students are left without work to do for less than 2 minutes.	AND there is/are instances when students are left without work to do for less than 1 minute.

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Magnolia Public Schools
Teacher Observation Rubric

MAGNOLIA PUBLIC SCHOOLS

Domain 1 Core Teaching Strategies

1.1 Access to High Academic Expectations

- Know all school-aligned academic expectations and establish them within your learning community
- Study or understand the full intent of the learning standards of your grade level
- Develop a deep understanding of the content for each lesson and identify aspects that will be relevant and exciting for students in your class
- Build academic excitement in the content through connecting content to prior lessons, background knowledge or student experience
- Set expectations that push students out of their comfort levels and reach for above grade level standards
- Prompt students to use complete sentences, correct grammar and academic language
- Praise student process and effort, in addition to problem solving and accurate answers
- Identify the students with exceptional learning needs in your classroom
- Develop an understanding of your exceptional students' strengths, challenges and goals
- Provide supplemental materials to support students and teach students how to use them
- Listen to students' interests and ideas so you are better able to make connections between the content and their interests
- Post high impact motivational messages that communicate high academic expectations, such as the MPS mission and vision, the Schoolwide Learner Goals (SLGs) and college pennants

1.2 Access to High Behavior Expectations

- Know all school-aligned behavior expectations (norms) and establish them within your learning community
- Post classroom "norms" or "expectations" stated in terms of what students "should do" and refer to them proactively and reactively
- Exhibit confident presence, posture and tone while maintaining eye contact with students
- Provide specific, concrete, sequential and observable directions
- Use as few words as possible (economy of language) to provide directions and guidance to students; preserve language for academics
- Scan the classroom to gain awareness of what students are doing and redirect as needed (e.g., least invasive intervention, proximity, whole-class reset, school-wide behavior system)
- Circulate the classroom with purpose, careful to do so in a manner that allows you to see all students
- Consistently narrate what students do well
- Move away from the student who is speaking and scan the class to ensure all students are listening
- Identify the students with exceptional behavioral needs in your classroom
- Develop an understanding of the strengths, challenges and goals of your students with exceptional behavioral needs
- Study or internalize the stages of development for children in your grade level
- Set expectations that push students out of their comfort levels, within the appropriate zone of development
- Maintain warm and firm tone when responding to breaches in expectations
- Redirect students who lose focus immediately and in a way that does not slow or disrupt lesson momentum
- Issue logical and appropriate consequences as needed without hesitation, such that consequences are successful in changing student behavior
- Hold individual conferences with students to better understand them and how to meet their needs
- Collaborate with families and outside providers to ensure you have the appropriate supports to match the needs of each student

1.3 Caring Community

- Include time in each class period or at the start/end of the day to intentionally build community (e.g., class greeting, threshold, SEL lessons)
- Use cultural and linguistic characteristics, experiences, and perspectives of diverse students to create culturally rich lessons
- Create opportunities for students to get to know one another and make personal connections.
- Develop clear, consistent procedures and processes for group work (e.g., clear roles and responsibilities for each team member)
- Include partner and group activities to deepen learning through social interactions, where applicable, in the curriculum
- Create dynamic groupings with diverse students, perspectives and ability levels to encourage collaboration and peer support
- Create a "culture of error" by highlighting and celebrating mistakes and errors that lead to increased learning and understanding
- Create a culture that encourages students to ask for help and advocate for their needs
- Use strategies like "cold-call," "warm-call," "equity sticks" and others to ensure equity of voice
- Integrate native language translations into classroom signage
- Affirm students for their contributions, ideas, effort, kindness and perseverance
- Use a reward system that celebrates student effort and contributions to the community
- Involve students in decision-making where appropriate
- Model and develop digital citizenship by using technology to engage students and promote digital citizenship

1.4 Predictable Routines and Efficient Use of Time

- Plan and script procedures for key transitions/routines (e.g. paper passing, lining up, getting Chromebooks)
- Explicitly teach and practice all transitions/routines with students
- Use countdowns and visible timers to motivate students to work swiftly and transition with purpose
- Modify routines and procedures as necessary to meet the needs of individual students
- Refine and improve execution of existing routines to maximize learning time bell to bell
- Create space for students to share their voices and input around classroom routines and procedures
- Ensure your teacher space is neat, well-organized and that materials are easily accessible
- Organize classroom furniture and seating arrangements to ensure swift transitions

Magnolia Public Schools
Teacher Observation Rubric

MAGNOLIA PUBLIC SCHOOLS

	Domain 2: Essential Content and Rigor of Task			
	Essential Question: Are all students engaged in content aligned to the appropriate standards for their subject, grade and individual needs?			
	Emerging - Level 1	Approaching - Level 2	Proficient - Level 3	Exemplary - Level 4
Indicator 2.1 Lesson Objective(s) We learn best when we clearly understand what we are learning, why it matters, and how we will demonstrate our understanding.	Teacher does not communicate the learning objectives to students.	Teacher communicates the learning objectives to students at minimum in writing on the daily agenda, and may also state the objective verbally.	Teacher communicates the learning objectives that address content and ELD standards to students in writing on the daily agenda and verbally throughout the lesson, explaining their importance and how they connect to prior and future learning.	Teacher communicates the learning objectives that address content and ELD standards to students in writing on the daily agenda and verbally throughout the lesson, explaining their importance and how they connect to prior and future learning. Additionally, the teacher outlines how students will demonstrate their understanding of the material.
	AND less than 70% of students spoken with are able to articulate what they are learning, or students are able to articulate tasks but not learning objectives.	AND AT LEAST 70% of students spoken with are able to articulate what they are learning.	AND AT LEAST 80% of students spoken with are able to articulate what they are learning and why.	AND AT LEAST 90% of students spoken with are able to articulate what they are learning and why and how it connects to previous learning.
Indicator 2.2 Lesson Rigor We learn best when we engage in productive struggle with high quality instructional materials from the MPS adopted curriculum.	The lesson does not center on content or tasks that address grade-level standards. Few or no materials used by students—such as texts, questions, problems, exercises, and assessments—are sourced from the adopted curriculum where applicable.	The lesson partially centers on content and tasks that address grade-level standards; however one or more of the tasks or questions is delivered in a way that reduces the rigor below the grade-level standard. Some materials used by students—such as texts, questions, problems, exercises, and assessments—are sourced from the adopted curriculum where applicable.	The lesson mostly centers on content and tasks that address grade-level standards. The majority of instructional materials used by students—such as texts, questions, problems, exercises, and assessments—are sourced from the adopted curriculum where applicable.	The lesson centers on content and tasks that address grade-level standards. The majority of instructional materials used by students—such as texts, questions, problems, exercises, and assessments—are sourced from the adopted curriculum where applicable.
	AND less than 70% of students engaged in the task experience intellectual challenge in their work and actively engage in productive struggle.	AND AT LEAST 70% of students engaged in the task experience intellectual challenge in their work and actively engage in productive struggle.	AND AT LEAST 80% of students engaged in the task experience intellectual challenge in their work and actively engage in productive struggle.	AND AT LEAST 90% of students engaged in the task experience intellectual challenge in their work and actively engage in productive struggle.
Indicator 2.3 Lesson Alignment and Pacing We learn best from teachers who ensure we spend most of our time on the most important things.	Teacher evidences misunderstanding of the content or the lesson, OR student activities are not aligned with the stated or implied learning objectives.	Teacher demonstrates a mastery of the content, but exhibits some confusion with the lesson or includes some student activities that are not aligned to the stated or implied learning objectives.	Teacher demonstrates a mastery of the content and a deep understanding of the lesson, ensuring that most student activities are thoughtfully aligned with the stated learning objectives.	Teacher demonstrates a mastery of the content and a deep understanding of the lesson, ensuring that all student activities are thoughtfully aligned with the stated or implied learning objectives. These activities are well-sequenced and build on one another, effectively guiding students toward mastery of grade-level standards and IEP goals.
	AND less than 70% of students keep pace with the lesson and complete all assignments and learning experiences.	AND AT LEAST 70% of students complete all assignments and learning experiences.	AND AT LEAST 80% of students complete all assignments and learning experiences.	AND AT LEAST 90% of students complete all assignments and learning experiences.
Indicator 2.4 Differentiation We learn best when we have the accommodations and adaptations we need to advance our learning.	Teacher does not differentiate the content, process, product, or learning environment, as needed for students.	Teacher differentiates some of the following: the content, process, product, and/or learning environment, as needed for students to support learning based on student interest, need, and motivation.	Teacher differentiates most of the following: the content, process, product, and/or learning environment, as needed for students to support learning based on student interest, need, and motivation.	Teacher differentiates the content, process, product, and learning environment, as needed for students to support learning based on student interest, need, and motivation.
	AND less than 70% of students requiring differentiation engage with modified content, materials, processes, or environments as needed.	AND AT LEAST 70% of students requiring differentiation engage with modified content, materials, processes, or environments as needed.	AND AT LEAST 80% of students requiring differentiation engage with modified content, materials, processes, or environments as needed.	AND AT LEAST 90% of students requiring differentiation engage with modified content, materials, processes, or environments as needed.

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Magnolia Public Schools
Teacher Observation Rubric

Domain 2 Core Teaching Strategies

2.1 Lesson Objectives

- Write objectives that match what students will learn and do in the lesson
- Write objectives that students can feasibly practice, complete or master in one lesson
- Write objectives that contain English Language Development foci as well as foci pertaining to content
- Write precise learning objectives that are "data-driven" (rooted in what students need to learn based on end-goal assessments and analysis of current results) and centered on enduring understandings of the unit
- Prepare to connect the learning to previous content and future content and connect it to why the content matters by scripting key statements
- Clearly communicate a curriculum and standards-aligned, student friendly and rigorous objective to describe the goal(s) of the lesson
- Activate prior knowledge or schema at the start of the lesson through a warm-up task or short discussion that connects to the objective
- Center the objective throughout the lesson–return to it throughout to help students connect what they are learning to the objective(s) of the lesson
- During the lesson, prompt students to make connections between current content and previously taught content
- Ask students to restate or share what they are learning and why

2.2 Lesson Rigor

- Use the MPS adopted curriculum where applicable
- Ensure all content included in lesson plans and communicated to students is factually accurate and aligned to grade level standards for the subject area
- Script or identify questions that will engage student thinking
- Intentionally design lessons to provide opportunities for students to do the thinking, writing or creating
- Develop and communicate clear explanations and exemplars to help students produce quality work
- Prepare the exemplar work product to guide instruction and set the bar for what students should produce by completing the work that students will be asked to do as though you were a student
- Consider how much scaffolding students need to access the content; start broad and rigorous and scaffold as necessary if students need extra support

2.3 Lesson Alignment and Pacing

- Study curricular materials to ensure you have the content expertise and background knowledge to teach the lesson
- Internalize the lesson plan by reading all corresponding materials and texts in advance
- Ensure that each activity in the lesson is aligned to the objective: the teacher's model, the partner or independent work and the end of lesson assessment (i.e. exit ticket)
- Plan and implement a consistent flow and structure of each lesson (i.e. entry prompt, introduction of new material, discourse, independent practice, exit ticket)
- Prioritize time for independent practice, discussion or creation in every lesson
- Pace yourself and your students throughout the lesson by time-stamping your lesson plan and using a visible timer in class
- Pre-identify the most essential aspects of the lesson and plan to spend more time on the concepts/tasks most aligned to the objective(s)
- Design an exit ticket aligned to the objective in order to assess student mastery of the lesson
- Prepare additional content or content from future lessons so that you have sufficient practice material and can extend the learning as needed
- When making instructional decisions during the lesson or responding to student inquiries, consider whether or not the question or idea is related to the objective of the current lesson

2.4 Differentiation

- Consider the content as an adult learner and identify ways that students may approach the content and the different ideas and perspectives students may bring
- Develop an understanding of your students' strengths and challenges
- Internalize 504 plans, IEPs, EL services and other accommodations as necessary
- Collaborate with other service providers, teachers and support team members to meet the needs of each student
- Craft or adapt goals for each student based on their skillset, current level of mastery and interests
- Pre-plan questions you will ask for different students based on their current level of mastery and needs
- Adapt and accommodate materials, as needed, beforehand so that all students can access the content during the lesson. Consider content, process, product and learning environment.
- Integrate ELD supports through the use of the CHATS framework (Content reading strategies, higher order thinking skills, assessment tools, total participation techniques, scaffolding strategies)
- Integrate technology to support student learning and access when possible
- Post resources to support student learning (e.g., current, high-quality student work, instructional signage, sentence frames, etc.)
- Use a strategic mix of heterogeneous and homogeneous skill level groupings

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	Domain 3: Student Thinking and Academic Ownership			
	Essential Question: Are all students empowered to actively think, engage and apply their knowledge?			
	Emerging - Level 1	Approaching - Level 2	Proficient - Level 3	Exemplary - Level 4
3.1 Questioning We learn best when our teachers ask us to grapple with big questions, and we are required to explain our thinking.	Teacher asks questions that primarily require students to recall and reproduce information. There are multiple missed opportunities to ask questions that encourage synthesis and extended thinking.	Teacher asks questions that primarily require students to recall and reproduce information, and demonstrate a basic application of skills. There are missed opportunities to ask questions that encourage synthesis and extended thinking. The teacher provides scaffolding as needed to support student understanding.	Teacher asks questions at a variety of levels that require students to recall and reproduce information, apply skills and concepts, think strategically, synthesize and extend their thinking. The teacher provides scaffolding as needed to support student understanding.	Teacher asks questions that primarily require students to apply skills and concepts, think strategically, synthesize and extend their thinking and asks fewer questions that require students to recall and reproduce information. The teacher provides scaffolding as needed to support student understanding.
	AND LESS THAN 70% of students utilize knowledge and evidence to form and articulate their answers and opinions, both orally and in writing.	AND AT LEAST 70% of students utilize knowledge and evidence to form and articulate their answers and opinions, both orally and in writing.	AND AT LEAST 80% of students utilize knowledge and evidence to form, articulate, and defend their answers and opinions, both orally and in writing.	AND AT LEAST 90% of students utilize knowledge and evidence to form, articulate, and defend their answers and opinions, both orally and in writing.
3.2 Heavy Lifting We learn best in classrooms where students do most of the thinking, reading, writing, speaking and creating.	The method of content delivery—whether through modeling, questioning, writing tasks, or group work—results in students rarely engaged in thinking, speaking, reading, writing, and creating. The teacher completes a majority of the cognitive work that students could own.	The method of content delivery—whether through modeling, questioning, writing tasks, or group work—ensures that students are sometimes engaged in thinking, speaking, reading, writing, and creating. The teacher completes some of the cognitive work that students could own.	The method of content delivery—whether through modeling, questioning, writing tasks, or group work—ensures that students are usually engaged in thinking, speaking, reading, writing, and creating. The teacher completes very little of the cognitive work that students can own.	The method of content delivery—whether through modeling, questioning, writing tasks, or group work—ensures that students are nearly always engaged in thinking, speaking, reading, writing, and creating. The teacher intentionally refrains from completing any cognitive work that students can own.
	AND LESS THAN 70% of the time, all students have an active thinking, speaking, reading, writing or creating task.	AND AT LEAST 70% of the time, all students have an active thinking, speaking, reading, writing or creating task.	AND AT LEAST 80% of the time, all students have an active thinking, speaking, reading, writing or creating task.	AND AT LEAST 90% of the time, all students have an active thinking, speaking, reading, writing or creating task.
3.3 Discussion We learn best when we engage with one another through discussion.	The teacher rarely or never provides prompts that promote thoughtful student discussion.	The teacher sometimes provides prompts that promote thoughtful student discussion.	The teacher almost always provides prompts that promote thoughtful student discussion and encourages students to listen to one another and build off of or respond to their peers' ideas.	The teacher always provides prompts that promote thoughtful student discussion and almost always encourages students to listen to one another and build off of or respond to their peers' ideas.
	AND less than 70% of students actively respond to and build on the thinking, ideas, or answers of their classmates.	AND AT LEAST 70% of students actively respond to and build on the thinking, ideas, or answers of their classmates.	AND AT LEAST 80% of students actively respond to and build on the thinking, ideas, or answers of their classmates.	AND AT LEAST 90% of students actively respond to and build on the thinking, ideas or answers of their classmates. Additionally, students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.
3.4 Building Content Expertise in Students We learn best when instruction encourages deep learning that allows us to apply our knowledge to new situations.	Teacher rarely presents material in a way that is transferable, enabling students to apply their learning to future situations.	Teacher sometimes presents material in a way that is transferable, enabling students to apply their learning to future situations.	Teacher almost always presents material in a way that emphasizes concept over procedure and allows students to apply their learning to future situations.	Teacher always presents material in a way that emphasizes concept over procedure and allows students to apply their learning to future situations.
	AND less than 70% of students demonstrate the ability to apply their new knowledge to solve increasingly complex or novel problems.	AND AT LEAST 70% of students demonstrate the ability to apply their new knowledge to solve increasingly complex or novel problems.	AND AT LEAST 80% of students demonstrate the ability to apply their knowledge to solve increasingly complex, novel or real-world problems.	AND AT LEAST 90% of students demonstrate the ability to apply their knowledge to solve increasingly complex, novel or real-world problems.

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Domain 3 Core Teaching Strategies

3.1 Questioning

- Intentionally pre-plan and script questions you will ask during the lesson, including prompts that will support students who need additional support after an initial question is posed (scaffolds)
- Craft questions so that students can respond verbally, in writing or with computations
- Pose a variety of questions that require students to access all levels of Depth of Knowledge (DOK) - recall, reproduce, apply skills and concepts, think strategically and extend their thinking
- Pitch questions at the appropriate level of DOK based on the needs of the students and the level of familiarity with the concept
- Use wait time strategically to ensure students have time to think and/or write before sharing
- Prompt students to support their ideas with evidence in both speaking and writing
- Build a success criteria for verbal or written responses that includes citing evidence or explanation and make the success criteria visible to learners

3.2 Heavy Lifting

- Ask open-ended questions that invite students to do the thinking, speaking and creating
- Self-monitor the ratio of learner talk to teacher talk during the lesson
- Prioritize time for independent practice and discussion
- Prompt students to utilize appropriate resources to support their thinking
- Encourage students to track other students' thinking and prompt them to repeat or evaluate a classmate's thinking
- When presented with an inaccurate answer from a student, withhold providing the correct response and prompt students to evaluate the response instead
- Create opportunities for students to do the thinking, writing or creating (e.g. structured activities in P.E., playing instruments in music, painting in art)
- Model and develop digital literacy in students by using technology to engage students and support their learning

3.3 Discussion

- Construct a learning environment that allows students to speak to and look at one another (e.g., at tables facing one another, in a circle)
- Teach students the habits of discussion explicitly - teach them to speak and listen in turn and respond (e.g., agreeing, disagreeing, asking a follow up question, extending the idea)
- Select a strategic question to start the discussion
- Select a discussion format based on data and nature of task (e.g., take hands, cold call, turn and talk) to start the discussion
- Launch the discussion by clearly stating the question, the directions and discussion format (e.g., take hands, cold call, turn and talk) and provide batched feedback on a habit of discussion if necessary
- Hold students accountable to actively listening and tracking the ideas in the discussion
- Encourage students to build on and reply directly to each other's ideas
- Encourage students to respond to one another during discussion without jumping in after each student response to steer the conversation
- Prompt students to ask questions of one another, as necessary
- Post visual aids in the room and reference them during discussion to support students with habits of discussion

3.4 Building Content Expertise in Students

- Provide tasks that allow students to construct meaning/understanding on their own with teacher guidance and support
- Provide multiple opportunities for students to apply their learning to similar, but not the same, problems
- Prompt students to extend their thinking with questions like - how did you know that? Is that always true? Would that be true in this scenario?
- Model thinking steps for students by using a think-aloud
- Prompt students to identify a "conjecture," a "key takeaway" or a "stamp" to ensure that students can extend their learning beyond one problem or scenario
- Activate students' experience, knowledge, and background as resources for learning
- Post high quality, relevant student work around the classroom and on bulletin boards to support and celebrate student learning
- Incorporate current events and global issues into curriculum/instruction while respecting and embracing cultural diversity

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Magnolia Public Schools
Teacher Observation Rubric

	Domain 4: Data-Informed Instruction and Feedback			
	Essential Question: Do all students demonstrate what they are learning, and does the teacher respond effectively to what their work shows?			
	Emerging - Level 1	Approaching - Level 2	Proficient - Level 3	Exemplary - Level 4
4.1 Monitoring Classwork and Checking for Understanding We learn best when our early attempts at applying new content or skills occur in a low-stakes, supportive environment, allowing the teacher to assess everyone's progress.	Teacher assesses few or none of the students' progress toward learning goals and does not identify misconceptions	Teacher assesses some of the students' progress toward learning goals and sometimes identifies misconceptions by examining their work in class.	Teacher assesses most of the students' progress toward learning goals and identifies misconceptions by examining their work in class.	Teacher assesses nearly all of the students' progress toward learning goals and identifies misconceptions by examining their work in class.
	AND LESS THAN 70% of students express their learning during moments of total participation.	AND AT LEAST 70% of students express their learning during moments of total participation.	AND AT LEAST 80% of students express their learning during moments of total participation.	AND AT LEAST 90% of students express their learning during moments of total participation.
4.2 Data-Informed Reteaching We learn best when instructional decisions are directly connected to addressing student misconceptions.	Teacher does not use data gathered from in-class observations or recent formative and summative assessments to inform instructional decisions.	Teacher uses data gathered from in-class observations or recent formative and summative assessments to inform instructional decisions, but mostly provides students with additional practice opportunities as opposed to addressing the misconceptions or errors directly.	Teacher uses data gathered from in-class observations or recent formative and summative assessments to inform instructional decisions, prioritizing the addressing of misconceptions and errors.	Teacher uses data gathered from in-class observations or recent formative and summative assessments to inform instructional decisions, prioritizing the addressing of misconceptions and errors, followed by one or more opportunities for students to try again or revise their work.
	AND less than 70% of students students whose work was reviewed, revise or improve their work following a moment of class-wide re-teaching	AND AT LEAST 70% of students whose work was reviewed, revise or improve their work following a moment of class-wide re-teaching	AND AT LEAST 80% of students whose work was reviewed, revise or improve their work following a moment of class-wide re-teaching	AND AT LEAST 90% of students whose work was reviewed, revise or improve their work following a moment of class-wide reteaching.
4.3 Individual Feedback We learn best when we receive targeted feedback that helps clarify our understanding and affirms what we are doing well.	Teacher provides no feedback on student responses or student work and/or feedback provided is unhelpful.	Teacher provides general feedback on student responses or student work in a way that encourages some increased understanding.	Teacher provides targeted verbal or written feedback to most students on student responses and work in a manner that encourages precise understanding and affirms students' strengths.	Teacher provides targeted verbal or written feedback to nearly all students on student responses and work in a manner that encourages precise understanding and affirms students' strengths.
	AND less than 70% of students who receive individual feedback rethink, redo, or improve their work.	AND AT LEAST 70% of students who receive individual feedback rethink, redo, or improve their work.	AND AT LEAST 80% of students who receive individual feedback rethink, redo, or improve their work.	AND AT LEAST 90% of students who receive individual feedback rethink, redo, or improve their work.
4.4 Mastery of Day's Lesson We learn best when we make incremental daily progress toward our big year-end goals.	Teacher does not track student performance toward the daily objective.	Teacher tracks student performance toward the daily objective but does not communicate it to the class.	Teacher tracks student performance toward the daily objective and communicates that progress to the class.	Teacher tracks student performance toward the daily objective, communicates that progress to the class and connects it to standard mastery or class goals.
	AND OF THE STUDENTS WHOSE WORK IS REVIEWED, LESS THAN 70% demonstrate that they are on track to achieve the stated learning objectives and/or IEP and ELD aligned learning goals by the end of the lesson.	AND OF THE STUDENTS WHOSE WORK IS REVIEWED, AT LEAST 70% demonstrate that they are on track to achieve the stated learning objectives and/or IEP and ELD aligned learning goals by the end of the lesson.	AND OF THE STUDENTS WHOSE WORK IS REVIEWED, AT LEAST 80% demonstrate that they are on track to achieve the stated learning objectives and/or IEP and ELD aligned learning goals by the end of the lesson.	AND OF THE STUDENTS WHOSE WORK IS REVIEWED, AT LEAST 90% demonstrate that they are on track to achieve the stated learning objectives and/or IEP and ELD aligned learning goals by the end of the lesson.

Magnolia Public Schools
Teacher Observation Rubric

Domain 4 Core Teaching Strategies

4.1 Monitoring Classwork and Checking for Understanding

- Pre-plan total participation moments when you will assess progress toward the objective during the lesson
- Pre-plan a circulation pathway to follow when assessing student work in class.
- Strategically gather information from independent practice and discussions about what students know and don't know
- Consider every question/task as formative assessment
- Use a variety of checks for understanding (CFUs) (e.g., individual whiteboards, everybody writes, turn and talk, voting, circulating) to assess student understanding
- Use a variety of tools to gather data (e.g. trackers, pre-planned pathways)
- Collect work samples and study them to identify trends and plan for reteaching
- Identify trends in student understanding and misunderstandings
- Identify the highest priority misconception(s) evident in the classroom that need to be addressed

4.2 Data-Informed Reteaching

- Create a "culture of error" by highlighting mistakes and errors as opportunities to increase learning and understanding
- When more than half of students have a common error/misconception, address it by conducting a model/think-aloud that highlights the error
- When fewer than half of students share a common error/misconception, display student work that demonstrates accurate and inaccurate thinking, and probe students to identify the strengths and errors in the work (guided discourse/showcall)
- Facilitate or participate in daily/weekly data meetings to study student work and plan for reteaching

4.3 Individual Feedback

- Confer with students during independent and group work time to better understand their strengths and misconceptions, in order to provide relevant and precise feedback (Ask students questions about their work, etc.)
- Provide written and verbal feedback on work to meet the needs of individual students
- Ensure all feedback includes the what (the strength or gap), why (why the feedback is important), how (how specifically students can close the gap) and belief (genuine belief that the student can and will improve)
- Provide both corrective and affirming feedback
- Create feedback structures to ensure all students receive feedback consistently
- Provide feedback that is transferable to future, novel problems and situations
- Plan and implement multiple opportunities for students to practice the skills they are expected to master

4.4 Mastery of Day's Lesson

- Encourage students to reflect on their individual mastery of the day's lesson and objective
- Reinforce goals during discussion and independent practice
- Refer back to individual goals and/or lesson objective when providing coaching or feedback to students
- Administer and assess a daily formative assessment (i.e. exit ticket) that allows you to evaluate student mastery of the lesson's objective
- Keep track of student performance with the day's lesson through a written system, such as documenting tallies or initials on the teacher created exemplar for the lesson's most essential task
- Communicate with students how they, as individuals, performed and compare it to their individual goals and class goals
- Communicate with the class how they performed against the objective or goal

Magnolia Public Schools
Teacher Observation Rubric

MAGNOLIA PUBLIC SCHOOLS

Appendix The purpose of the appendix is to provide additional rubric guidance for teachers and coaches	
Core Teaching Strategies	**The Core Teaching Strategies** are teacher strategies and behaviors that contribute to the student outcome in each indicator. They illuminate the "how" of the teacher descriptors of each indicator in the rubric. The intended use of this list is to support teachers and coaches in growth and development within each indicator. This list is non-exhaustive, meaning that coaches and teachers can work on other skills and use other resources to support the development of the teacher. Similarly, this list is not intended to be used as a checklist–every teacher is in a different place in their development and therefore coaches should use this list with discretion based on the needs of each individual teacher.
Coach Actions Before, During, & After Observations	**For optimal use, coaches should:** • familiarize themselves with the students in each classroom (especially exceptional learners and their needs and goals); • review lesson plans and lesson plan internalization work before entering classrooms; • observe for a minimum of 15 minutes with the lesson plan in hand; • engage with students during observations to ask them questions and see their work; • reflect on collected notes and recommended action steps for teachers immediately following each observation; • observe teachers in a variety of settings (e.g., different grade levels, courses, times of day, when applicable); • rate only on indicators for which they have sufficient evidence; coaches are not required to rate on every indicator every observation; • observe with other leaders, when possible
Content-Based Rubrics	In the future, some content areas may have their own coaching tools to support teacher growth and development. This rubric should be used in conjunction with other tools. When coaching, observations begin at a general content-agnostic lens, using this rubric, and narrow to more specific and targeted skills, using other content specific rubrics should they exist
*Domain 1 Student Descriptors	Domain 1 student descriptors have a higher expectation than in Domains 2-4. This is because Domain 1 establishes the foundation for strong learning, and we wish to hold an even higher bar for this domain. Some student descriptors in Domain 1 are indicated with an asterisk. For these indicators, if the class or group size is under 20 students, use 90% instead of 95% for the level 4 descriptors.
Ratings on the Rubric: Indicator vs. Domain	For purposes of coaching, coaches will give ratings and action steps during each semester at the Indicator level (e.g., Indicator 2.3 or Indicator 4.1). For purposes of evaluation, ratings will be made at the Domain level. Therefore, teachers will receive one rating on each Domain: Caring Community of Learners, Essential Content and Rigor of Task, Student Thinking and Academic Ownership, and Data-Informed Instruction and Feedback, for a total of 4 ratings during each evaluation conversation. To find the Domain rating, calculate the average of all indicators scored and round to the nearest hundredth.
Ratings on the Rubric: Rating Discrepancy Between Teacher and Student Actions	We value both the teacher actions and student impact in each Indicator. Both are important to a successful, excellent, and equitable learning environment. In order to support teachers in their growth and development, coaches should focus on the skills not yet mastered to improve performance in an Indicator. When ratings are within one point of another, take the lower rating. When ratings are within two points of one another (i.e. 1 and 3) take the middle rating (i.e. 2). And when ratings are 1 and 4, score the indicator as a 2.
Differentiating between an "N/A" and a Level 1	"**N/A**" is reserved for instances when an observer does not have enough evidence or information to rate. For example, an observer should not rate on "Indicator 3.3 - Discussion" if they are in a classroom when students are engaged in independent practice and the teacher is circulating and providing feedback. In this example, there is no evidence to support a rating on discussion facilitation and the observer would have no reason to coach around facilitating a discussion during this portion of the lesson.Level 1 is reserved for instances when an observer does have data and the data supports a level 1 rating. For example, an observer would rate a 1 on "Indicator 3.3 - Discussion" if they are in a classroom when students are to be engaged in discussion but are not speaking or listening to one another. The observer in this case would have reason to coach around facilitating a discussion.
Defining terms related to frequency	Throughout the rubric, you will find terms such as "almost always," "mostly," "rarely," or "consistently." When using this tool, consider those terms as to how they apply during the singular lesson being observed. In other words, each time one uses this tool, they are not considering past observations. Rather, they are considering only the frequency with which the teacher operates within the lesson currently being observed.
Low Inference Data	Observers should gather low inference data to support their ratings. It is recommended that observers use the low inference data gathering tools developed by MPS to align with each Domain. Low inference data refers to objective, specific, and observable evidence collected during an observation, without interpretation, judgment, or assumption. It captures exactly what was seen of heard, rather than what the observer thinks it means or implies. Examples of low inference data: "The teacher said, 'Let's review the steps to solve this equation together,' and then wrote the steps on the board while narrating each one." "During independent work, 22 of 26 students were writing in their notebooks; 4 students had their heads down." These are low inference because they: describe exact words or actions, include quantifiable behaviors, and avoid conclusions or evaluative language.

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Magnolia Public Schools
Teacher Observation Rubric

MAGNOLIA PUBLIC SCHOOLS

Rubric At a Glance

Domain 1: Caring Community of Learners Essential Question: Do the relationships and expectations create the conditions for powerful and engaged learning for all students?	Domain 2: Essential Content and Rigor of Task Essential Question: Are all students engaged in content aligned to the appropriate standards for their subject, grade and individual needs?
Indicator 1.1 Access to High Academic Expectations We learn best when expectations are high and everyone is supported and encouraged to reach them.	**Indicator 2.1 Lesson Objective(s)** We learn best when we clearly understand what we are learning, why it matters, and how we will demonstrate our understanding.
Indicator 1.2 Access to High Behavior Expectations We learn best when directions and rules are clear, and everyone strives to abide by them.	**Indicator 2.2 Lesson Rigor** We learn best when we engage in productive struggle with high quality instructional materials from the MPS adopted curriculum.
Indicator 1.3 Caring Community We learn best in community with others who care about us.	**Indicator 2.3 Lesson Alignment and Pacing** We learn best from teachers who ensure we spend most of our time on the most important things.
Indicator 1.4 Predictable Routines and Efficient Use of Time We learn best when meaningful routines and procedures are in place to maximize instructional time.	**Indicator 2.4 Differentiation** We learn best when we have the accommodations and adaptations we need to advance our learning.
Domain 3: Student Thinking and Academic Ownership Essential Question: Are all students empowered to actively think, engage and apply their knowledge?	**Domain 4: Data-Informed Instruction and Feedback** Essential Question: Do all students demonstrate what they are learning, and does the teacher respond effectively to what their work shows?
3.1 Questioning We learn best when our teachers ask us to grapple with big questions.	**4.1 Monitoring Classwork and Checking for Understanding** We learn best when our early attempts at applying new content or skills occur in a low-stakes, supportive environment, allowing the teacher to assess everyone's progress.
3.2 Heavy Lifting We learn best in classrooms where students do most of the thinking, reading, writing, speaking and creating.	**4.2 Data-Informed Reteaching** We learn best when instructional decisions are directly connected to addressing student misconceptions.
3.3 Discussion We learn best when we engage with one another through discussion.	**4.3 Individual Feedback** We learn best when we receive targeted feedback that helps clarify our understanding and affirms what we are doing well.
3.4 Building Content Expertise in Students We learn best when instruction encourages deep learning that allows us to apply our knowledge to new situations.	**4.4 Mastery of Day's Lesson** We learn best when we make incremental daily progress toward our big year-end goals.

Observation Note-Catcher for Domain 1: Caring Community of Learners

Essential Question: Do the relationships and expectations create the conditions for powerful and engaged learning for all students?

1.1 Access to High Academic Expectations

We learn best when expectations are high and everyone is supported and encouraged to reach them.

Teacher descriptor data

Time	Notes

Student descriptor data

Count how many students attempt tasks, volunteer responses, and/or ask relevant questions out of the total number of students present. Do at least 2 counts during the observation. Then calculate the average to score.

Count 1: ___/___=____%
Description:

Count 2: ___/___ =___%
Description:

Count 3: ___/___ =___%
Description:

Calculate the average %: _____%

1.2 Access to High Behavior Expectations

We learn best when directions and rules are clear, and everyone strives to abide by them.

Teacher descriptor data

Time	Notes

Student descriptor data

Count how many students follow behavior expectations and directions. Ideal moments to count are in the moments just after a teacher gives directions. Do at least 2 counts during the observation. Then calculate the average to score.

Count 1: ___/___=____%
Description:

Count 2: ___/___ =___%
Description:

Count 3: ___/___ =___%
Description:

Calculate the average %: _____%

1.3 Caring Community

We learn best in community with others who care about us.

Teacher descriptor data

Time	Notes

Student descriptor data

Count/tally the number of students who exhibit a lack of care or regard for the community. Subtract that number from the total number of students observed, and use the number remaining to calculate the percentage of students showing care for the community.

_____% exhibit care or contribute positively

1.4 Predictable Routines and Efficient Use of Time

We learn best when meaningful routines and procedures are in place to maximize instructional time.

Teacher descriptor data

Time	Notes

Student descriptor data

Track any instances where students are left without work to do and are sitting idly. Record length of those instances. Use your findings to score.

Instance 1: _____ minutes
Description:

Instance 2: _____ minutes
Description:

Observation Note-Catcher for Domain 2: Essential Content and Rigor of Task

Essential Question: Are all students engaged in content aligned to the appropriate standards for their subject, grade and individual needs?

2.1 Lesson Objective(s)
We learn best when we clearly understand what we are learning, why it matters, and how we will demonstrate our understanding.

Teacher descriptor data

Time	Notes

Student descriptor data
Ask at least 5 students what they are learning and why. Count how many can accurately respond.

Name	Their response
Student 1	
Student 2	
Student 3	
Student 4	
Student 5	

Calculate average: _____/____ or _____%

2.2 Lesson Rigor
We learn best when we engage in productive struggle with high quality instructional materials from the MPS adopted curriculum.

Teacher descriptor data

Time	Notes

Pre-observation data gathering
-Identify the standard(s) that match the lesson/student materials.
-Do the tasks presented to students match the rigor level of the grade-level standard?? (Yes/No)
-If there is an adopted curriculum for this course/subject, are the materials from the adopted curriculum? (Yes/No)

Student descriptor data
Count how many students engage with challenging tasks and show signs of productive struggle. Do more than one count if there are multiple activities.

Count 1: ____/_____=_____% Count 2: ____/_____=____%
Description: Description:

Calculate the average %: _____%

2.3 Lesson Alignment and Pacing
We learn best from teachers who ensure we spend most of our time on the most important things.

Teacher descriptor data

Time	Notes

Student descriptor data
Count how many students keep up with and complete all assigned activities. Do more than one count if there are multiple activities.

Count 1: ____/____ =_____%
Description:

Count 2: ____/____ =_____%
Description:

Count 3: ____/____ =_____%
Description:

Calculate the average %: _____%

2.4 Differentiation
We learn best when we have the accommodations and adaptations we need to advance our learning.

Teacher descriptor data

Time	Notes

Student descriptor data
Pre-observation data gathering: Count and name the students requiring accommodations (i.e. IEPs, 504s, SSPTs, EL, gifted). List them in the table below.

During the observation, gather notes on whether or not the accommodation was in place for each student. Then, calculate the percent of students receiving accommodations by dividing the number visible by the number expected.

Student initials	Accommodation	Observed?

Number visible _____/Number expected_____ = _____%

Observation Note-Catcher for Domain 3: Student Thinking and Academic Ownership

Essential Question: Are all students empowered to actively think, engage and apply their knowledge?

3.1 Questioning

We learn best when our teachers ask us to grapple with big questions, and we are required to explain our thinking.

Teacher descriptor data

Time	Notes

Student descriptor data

Pre-identify at least 2 moments in the lesson based on the lesson plan when there will be opportunities for students to provide reasoning or evidence orally or in written form to prepare your counts. Count how many students support their responses with reasoning or evidence.Then calculate the average to score.

Count 1: ____/____=____%
Description:

Count 2: ____/____=____%
Description:

Count 3: ____/____=____%
Description:

Calculate the average %: ____

3.2 Heavy Lifting

We learn best in classrooms where students do most of the thinking, reading, writing, speaking and creating.

Teacher descriptor data

Time	Notes

Student descriptor data

Estimate what percent of time students have an active thinking, speaking, reading, writing or creating task. First, count the total number of minutes observed. Then, count the number of minutes students do NOT have an active thinking, reading, writing or speaking task.

Total minutes observed: _____ minutes

Tally the number of minutes students **do not** have an active thinking, reading, writing, speaking or creating task.

_____
Now calculate the percentage of minutes during the observation students had an active thinking reading, writing, speaking or creating task: _____%

3.3 Discussion

We learn best when we engage with one another through discussion.

Teacher descriptor data

Time	Notes

Student descriptor data

Count how many students respond to peers, build on ideas or ask questions of classmates. Do more than one count if there are multiple discussion activities.

Count 1: ____/_____ = _____%
Description:

Count 2: ____/_____ = _____%
Description:

Count 3: ____/____ = _____%
Description:

Calculate the average %: _____%

3.4 Building Content Expertise

We learn best when instruction encourages deep learning that allows us to apply our knowledge to new situations.

Teacher descriptor data

Time	Notes

Student descriptor data

Count instances when students are presented with novel problems or tasks that are different from those modeled by the teacher or tackled together as a class. Then determine the percent of students that demonstrate their ability to apply their learning to these tasks. If there are no such tasks, score the student descriptor as level 1.

Task 1 Description:

Count for Task 1: _____/_____=_____%

Task 2 Description:

Count for Task 2: _____/_____ = _____%

Calculate the average %: _____%

Observation Note-Catcher for Domain 4: Data-Informed Instruction and Feedback

Essential Question: Do all students demonstrate what they are learning, and does the teacher respond effectively to what their work shows?

4.1 Monitoring Classwork and Checking for Understanding

We learn best when our early attempts at applying new content or skills occur in a low-stakes, supportive environment, allowing the teacher to assess everyone's progress.

Teacher descriptor data

Time	Notes

Student descriptor data

Count how many students express their learning during moments when all students are asked to participate. Do at least two counts during the observation.

Count 1: ____/____=_____%
Description:

Count 2: ____/____ =____%
Description:

Count 3: ____/____ =____%
Description:

Calculate the average %: _____%

4.2 Data-Informed Reteaching

We learn best when instructional decisions are directly connected to addressing student misconceptions.

Teacher descriptor data

Time	Notes

Student descriptor data

Count how many students revise or improve their work after moments of class-wide reteaching. Do more than one count if there is more than one such re-teaching opportunity.

Count 1: ____/____=_____%
Description:

Count 2: ____/____ =____%
Description:

Count 3: ____/____ =____%
Description:

Calculate the average %: _____%

4.3 Individual Feedback

We learn best when we receive targeted feedback that helps clarify our understanding and affirms what we are doing well.

Teacher descriptor data

Time	Notes

Student descriptor data

Tally how many students receive individual feedback. And tally how many students use individualized feedback to improve their work. Then calculate the percent of students who improve their work after receiving individual feedback.

Tally the number of students who receive individualized feedback: _____

Tally the number of students who improve their work after receiving individualized feedback: _____

Calculate % of students receiving individualized feedback who improve their work: _____%

4.4 Mastery of Day's Lesson

We learn best when we make incremental daily progress toward our big year-end goals.

Teacher descriptor data

Time	Notes

Student descriptor data

Count how many students demonstrate mastery of the day's objective in their work. Do more than one count if there is more than one activity that provides insight into mastery of objective.

Count 1: ____/____=_____%
Description:

Count 2: ____/____ =____%
Description:

Count 3: ____/____ =____%
Description:

Calculate the average %: _____%

Domain 5: Commitment to the School Community and Profession

Essential Question:
Does the teacher model professionalism, equity, and collaboration in service of a thriving school community?

Focus: Commitment to ethical conduct, collaboration, communication, and professional responsibilities.

MPS believes that a teacher's professional integrity, relationships, and commitment to growth are foundational to effective teaching and learning. While Domains 1–4 capture the instructional core, Domain 5 recognizes that how teachers conduct themselves—as colleagues, leaders, and contributors to the school community—matters deeply to student outcomes and school culture.

This domain reflects expectations related to ethics, responsibility, professionalism, and collaboration that may not be fully observable in classroom visits but are essential to the success of every school. Evaluators consider a range of evidence over time—including observations, communications, documentation, and professional interactions—when assessing this domain.

Example Indicators:

1. Demonstrates integrity, professionalism, and ethical conduct; maintains confidentiality and adheres to all laws, board policies, and professional expectations. Maintains attire and personal electronic device use that reflect professionalism and align with MPS expectations.
2. Upholds student safety, privacy, and wellbeing; follows schoolwide protocols and fulfills all required duties, including accurate record-keeping and timely use of attendance and communication systems.
3. Completes responsibilities in a timely, thorough, and reliable manner; demonstrates reliable attendance and punctuality to class, meetings, and required duties. Produces high-quality work and meets deadlines with attention to detail, including the integrity of submitted lesson plans, pacing calendars, student reports, and other official documentation.
4. Communicates clearly, respectfully, and professionally in all formats; responds to inquiries in a timely manner and keeps others informed.
5. Listens actively and maintains professionalism in challenging situations; accepts constructive feedback and uses it to improve practice.
6. Engages in professional reflection and learning; seeks out opportunities to grow and applies new learning to support student success.
7. Acknowledges and works to counter personal or systemic biases; promotes fairness, equity, and inclusive practices in all interactions. Maintains fair, balanced, and timely grading practices aligned to MPS expectations.
8. Collaborates effectively with colleagues, families, and community members; contributes to a positive, inclusive, and culturally responsive school culture.
9. Maintains self-care and resilience practices that support professional well-being; helps foster a supportive and collegial work environment.

10. Accepts responsibility for both successes and setbacks; demonstrates flexibility, initiative, and a strong work ethic—including a willingness to take on additional responsibilities when needed.

Scoring and Use in Evaluation

Performance on Domain 5 is assessed holistically at the end of the year and assigned one overall domain rating. Evaluators consider the extent to which the teacher has demonstrated the above indicators over time, using evidence such as school responsibilities, communications, documentation, staff interactions, participation in the school community, and observed professionalism.

Each teacher will receive one of the following ratings:

Rating	Level	Descriptor
Exemplary	**4**	Teacher **consistently** demonstrates **all or nearly all** of the indicators outlined in Domain 5. Performance is **excellent** and serves as a **model for others**.
Proficient	**3**	Teacher demonstrates a **majority** of the indicators **most of the time**. Performance is **strong** and contributes **positively** to school culture, though some indicators may require further growth.
Approaching	**2**	Teacher **sometimes** demonstrates the indicators outlined in Domain 5. Performance is **inconsistent** and **improvement is needed** to build reliability across expectations.
Emerging	**1**	Teacher **rarely** demonstrates the indicators. Performance in this domain is **unsatisfactory** and requires **immediate attention** and **significant improvement**. **Specific evidence and comments are required** for this rating.

This domain affirms the importance of professionalism as a foundation for trust, collaboration, and continuous improvement. By cultivating a strong sense of responsibility and ethical commitment, MPS educators serve not only their students—but also their colleagues, families, and the broader community. Excellence in teaching begins with excellence in conduct.

MPS TEACHER SELF-ASSESSMENT FORM

Teacher Information:

Name: _____ School: _____

Present School Assignment: _____ Years at School: _____

Use this form for personal reflection on your professional practice to identify strengths and areas for improvement or refinement.

Draw on data from artifacts and other sources to evidence your strengths and highlight key areas for growth. Indicate the data sources used and describe any patterns or trends that support your reflections. This process will help guide the development of data-driven, targeted professional growth goals.

While we recommend updating this form at the **beginning**, **midpoint**, and **end** of the school year, it is a living document that can be revisited and revised at any time.

Domain 1: Caring Community of Learners **Essential Question: Do the relationships and expectations create the conditions for powerful and engaged learning for all students?**	
Indicator 1.1 Access to High Academic Expectations We learn best when expectations are high and everyone is supported and encouraged to reach them.	
Indicator 1.2 Access to High Behavior Expectations We learn best when directions and rules are clear, and everyone strives to abide by them.	
Indicator 1.3 Caring Community We learn best in community with others who care about us.	
Indicator 1.4 Predictable Routines and Efficient Use of Time We learn best when meaningful routines and procedures are in place to maximize instructional time.	
Strengths and Evidence:	**Areas for Improvement or Refinement:**

Domain 2: Essential Content and Rigor of Task **Essential Question: Are all students engaged in content aligned to the appropriate standards for their subject, grade and individual needs?**	
Indicator 2.1 Lesson Objective(s) We learn best when we clearly understand what we are learning, why it matters, and how we will demonstrate our understanding.	
Indicator 2.2 Lesson Rigor We learn best when we engage in productive struggle with high quality instructional materials from the MPS adopted curriculum.	
Indicator 2.3 Lesson Alignment and Pacing We learn best from teachers who ensure we spend most of our time on the most important things.	
Indicator 2.4 Differentiation We learn best when we have the accommodations and adaptations we need to advance our learning.	
Strengths and Evidence:	**Areas for Improvement or Refinement:**

Domain 3: Student Thinking and Academic Ownership	
Essential Question: Are all students empowered to actively think, engage and apply their knowledge?	
Indicator 3.1 Questioning We learn best when our teachers ask us to grapple with big questions, and we are required to explain our thinking.	
Indicator 3.2 Heavy Lifting We learn best where students do most of the thinking, reading, writing, speaking and creating.	
Indicator 3.3 Discussion We learn best when we engage with one another through discussion.	
Indicator 3.4 Building Content Expertise in Students We learn best when instruction encourages deep learning that allows us to apply our knowledge to new situations.	
Strengths and Evidence:	**Areas for Improvement or Refinement:**

Domain 4: Data-Informed Instruction and Feedback **Essential Question: Do all students demonstrate what they are learning, and does the teacher respond effectively to what their work shows?**	
Indicator 4.1 Monitoring Classwork and Checking for Understanding We learn best when our early attempts at applying new content or skills occur in a low-stakes, supportive environment, allowing the teacher to assess everyone's progress.	
Indicator 4.2 Data-Informed Reteaching We learn best when instructional decisions are directly connected to addressing student misconceptions.	
Indicator 4.3 Individual Feedback We learn best when we receive targeted feedback that helps clarify our understanding and affirms what we are doing well.	
Indicator 4.4 Mastery of Day's Lesson We learn best when we make incremental daily progress toward our big year-end goals.	
Strengths and Evidence:	**Areas for Improvement or Refinement:**

Domain 5: Commitment to the School Community and Profession **Essential Question: Does the teacher model professionalism, equity, and collaboration in service of a thriving school community?**	
Focus: Commitment to ethical conduct, collaboration, communication, and professional responsibilities. MPS believes that a teacher's professional integrity, relationships, and commitment to growth are foundational to effective teaching and learning. While Domains 1–4 capture the instructional core, Domain 5 recognizes that how teachers conduct themselves—as colleagues, leaders, and contributors to the school community—matters deeply to student outcomes and school culture. This domain reflects expectations related to ethics, responsibility, professionalism, and collaboration that may not be fully observable in classroom visits but are essential to the success of every school. Evaluators consider a range of evidence over time—including observations, communications, documentation, and professional interactions—when assessing this domain.	
Strengths and Evidence:	**Areas for Improvement or Refinement:**

MPS TEACHER GOAL-SETTING & PROGRESS MONITORING FORM

Teacher Information:

Name: _____ School: _____

Present School Assignment: _____ Years at School: _____

Purpose of this Form:

This form is used to set professional growth goals and document progress toward achieving those goals. It should be used at three key points during the school year:

- **Beginning of the year** (e.g., August-September)
- **Mid-year** (e.g., December-January)
- **End of the year** (e.g., March through May)

Beginning of the Year: Goal Setting

Following the self-assessment process, the teacher will use this form to set one or two professional growth goals for the school year. These goals should be based on identified areas for improvement or refinement and informed by data from observations, artifacts, and other relevant sources.

For the beginning-of-year goal-setting meeting:

- MPS recommends that each goal focus on one (or two) indicators from the **MPS Teacher Observation Rubric**.
- Teachers new to the profession may choose to focus on **Domains 1 & 2**, while more experienced teachers may choose indicators from **Domains 3 & 4**.
- The evaluator may suggest additional goals as appropriate.

While not required, goals should ideally be aligned with an organizational or strategic priority (e.g., LCAP, WASC, or another schoolwide or network initiative).

Each goal should include:

- Activities planned to support goal attainment
- Outcomes and timeline for measuring progress
- Both **lag measures** (which reflect end results) and **lead measures** (which are predictive and influenceable, measuring progress and effort along the way)

The evaluator will review and approve the goals and action plans prior to implementation.

Mid-Year: Progress Check

At mid-year, the teacher and evaluator will meet to discuss progress toward the established goals. This meeting is an opportunity to:

- Review and reflect on current progress
- Make any necessary adjustments to action steps or focus areas
- Determine whether the teacher is making acceptable progress toward goal attainment

If a goal has already been met by mid-year, the teacher may set one or two new goals for the remainder of the year. These should continue to align with the MPS Teacher Observation Rubric.

End-of-Year: Reflection and Planning

The end-of-year meeting will focus on:

- Evaluating the extent to which each goal was accomplished
- Reflecting on professional growth
- Discussing possible focus areas and goals for the next school year

Legend:

- *N: Not progressing or level of progress is not acceptable*
- *P: Progress is at acceptable level*
- *A: Goal is accomplished.*

GOAL # _____ **Domain:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 **Indicator:** ☐1.1 ☐1.2 ☐1.3 ☐1.4 ☐2.1 ☐2.2 ☐2.3 ☐2.4 ☐3.1 ☐3.2 ☐3.3 ☐3.4 ☐4.1 ☐4.2 ☐4.3 ☐4.4	
Goal: *(Clear, specific, measurable goal aligned to rubric indicators)* Linked to: ☐ LCAP ☐ WASC ☐ Other plan	**Lag Measures (Outcome Indicators):** *(End results that demonstrate goal achievement)* **Lead Measures (Predictive Indicators):** *(Actions or early indicators showing progress)*
Action Steps/Activities: *(Key steps or strategies for working toward the goal)*	**Timeline/Checkpoints:** *(When steps will be completed; milestone dates)*
Mid-Year Progress Summary: *(Notes on progress made, challenges, or adjustments)*	**Mid-Year comments by evaluator:** ☐ N ☐ P ☐ A
End-of-Year Goal Outcome & Reflection: *(Extent to which goal was met; evidence of success; professional growth or insights)*	**End-of-Year comments by evaluator:** ☐ N ☐ P ☐ A

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

MPS TEACHER SUMMATIVE ASSESSMENT FORM

Teacher Information:

Name: _____ School: _____

Present School Assignment: _____ Years at School: _____

The evaluator will use this form to document and score the teacher's performance on each indicator within Domains 1–4 of the MPS Teacher Observation Rubric. These scores contribute to the domain-level scores and, together with the Domain 5 score, inform the teacher's final end-of-year performance rating. Observations, formal discussions of performance, and other relevant sources of evidence are considered in determining the teacher's ratings.

Domain 1: Caring Community of Learners **Essential Question: Do the relationships and expectations create the conditions for powerful and engaged learning for all students?**
Indicator 1.1 Access to High Academic Expectations We learn best when expectations are high and everyone is supported and encouraged to reach them. **Rating:** ☐ 4 ☐ 3 ☐ 2 ☐ 1
Indicator 1.2 Access to High Behavior Expectations We learn best when directions and rules are clear, and everyone strives to abide by them. **Rating:** ☐ 4 ☐ 3 ☐ 2 ☐ 1
Indicator 1.3 Caring Community We learn best in community with others who care about us. **Rating:** ☐ 4 ☐ 3 ☐ 2 ☐ 1
Indicator 1.4 Predictable Routines and Efficient Use of Time We learn best when meaningful routines and procedures are in place to maximize instructional time. **Rating:** ☐ 4 ☐ 3 ☐ 2 ☐ 1
(Average of Indicator Ratings) **Domain 1 Score:** _____
Evaluator Comments / Recommended Actions for Improvement or Refinement:

Domain 2: Essential Content and Rigor of Task

Essential Question: Are all students engaged in content aligned to the appropriate standards for their subject, grade and individual needs?

Indicator 2.1 Lesson Objective(s)

We learn best when we clearly understand what we are learning, why it matters, and how we will demonstrate our understanding.

Rating: ☐ 4 ☐ 3 ☐ 2 ☐ 1

Indicator 2.2 Lesson Rigor

We learn best when we engage in productive struggle with high quality instructional materials from the MPS adopted curriculum.

Rating: ☐ 4 ☐ 3 ☐ 2 ☐ 1

Indicator 2.3 Lesson Alignment and Pacing

We learn best from teachers who ensure we spend most of our time on the most important things.

Rating: ☐ 4 ☐ 3 ☐ 2 ☐ 1

Indicator 2.4 Differentiation

We learn best when we have the accommodations and adaptations we need to advance our learning.

Rating: ☐ 4 ☐ 3 ☐ 2 ☐ 1

(Average of Indicator Ratings) **Domain 2 Score:** _____

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Domain 3: Student Thinking and Academic Ownership **Essential Question: Are all students empowered to actively think, engage and apply their knowledge?**
Indicator 3.1 Questioning We learn best when our teachers ask us to grapple with big questions, and we are required to explain our thinking. **Rating:** ☐ 4 ☐ 3 ☐ 2 ☐ 1
Indicator 3.2 Heavy Lifting We learn best where students do most of the thinking, reading, writing, speaking and creating. **Rating:** ☐ 4 ☐ 3 ☐ 2 ☐ 1
Indicator 3.3 Discussion We learn best when we engage with one another through discussion. **Rating:** ☐ 4 ☐ 3 ☐ 2 ☐ 1
Indicator 3.4 Building Content Expertise in Students We learn best when instruction encourages deep learning that allows us to apply our knowledge to new situations. **Rating:** ☐ 4 ☐ 3 ☐ 2 ☐ 1
(Average of Indicator Ratings) **Domain 3 Score:** _____
Evaluator Comments / Recommended Actions for Improvement or Refinement:

Domain 4: Data-Informed Instruction and Feedback

Essential Question: Do all students demonstrate what they are learning, and does the teacher respond effectively to what their work shows?

Indicator 4.1 Monitoring Classwork and Checking for Understanding

We learn best when our early attempts at applying new content or skills occur in a low-stakes, supportive environment, allowing the teacher to assess everyone's progress.

Rating: ☐ 4 ☐ 3 ☐ 2 ☐ 1

Indicator 4.2 Data-Informed Reteaching

We learn best when instructional decisions are directly connected to addressing student misconceptions.

Rating: ☐ 4 ☐ 3 ☐ 2 ☐ 1

Indicator 4.3 Individual Feedback

We learn best when we receive targeted feedback that helps clarify our understanding and affirms what we are doing well.

Rating: ☐ 4 ☐ 3 ☐ 2 ☐ 1

Indicator 4.4 Mastery of Day's Lesson

We learn best when we make incremental daily progress toward our big year-end goals.

Rating: ☐ 4 ☐ 3 ☐ 2 ☐ 1

(Average of Indicator Ratings) **Domain 4 Score:** _____

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Domain 5: Commitment to the School Community and Profession

Essential Question: Does the teacher model professionalism, equity, and collaboration in service of a thriving school community?

Focus: Commitment to ethical conduct, collaboration, communication, and professional responsibilities.

MPS believes that a teacher's professional integrity, relationships, and commitment to growth are foundational to effective teaching and learning. While Domains 1–4 capture the instructional core, Domain 5 recognizes that how teachers conduct themselves—as colleagues, leaders, and contributors to the school community—matters deeply to student outcomes and school culture.

This domain reflects expectations related to ethics, responsibility, professionalism, and collaboration that may not be fully observable in classroom visits but are essential to the success of every school. Evaluators consider a range of evidence over time—including observations, communications, documentation, and professional interactions—when assessing this domain.

Domain 5 Rating: ☐ 4 ☐ 3 ☐ 2 ☐ 1

Evaluator Comments / Recommended Actions for Improvement or Refinement:

Note: The teacher's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the teacher has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS Teacher Evaluation Protocol.

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

MPS TEACHER EVALUATION SUMMARY PAGE

Teacher Information:

Name: _____ School: _____

Present School Assignment: _____ Years at School: _____

Ratings of Teacher Performance by Domain:	
1: Emerging, 2: Approaching, 3: Proficient, 4: Exemplary	
Domain	**Score (Out of 4.00)**
Domain 1: Caring Community of Learners	
Domain 2: Essential Content and Rigor of Task	
Domain 3: Student Thinking and Academic Ownership	
Domain 4: Data-Informed Instruction and Feedback	
Domain 5: Commitment to the School Community and Profession	
Average:	

Notes:

Teacher's Overall Performance (Out of 4.00)

Teacher's Overall Evaluation Rating (1-4)		
☐	Highly Effective (HE)	3.50 – 4.00
☐	Effective (E)	2.50 – 3.49
☐	Developing (D)	1.50 – 2.49
☐	Ineffective (I)	1.00 – 1.49

Teacher's Signature: _____ Evaluator's Signature: _____

Date: _____ Date: _____

Note: The teacher's signature on this form represents neither acceptance nor approval of the evaluation. It does, however, indicate that the teacher has reviewed the evaluation with the evaluator and may reply in writing. The signature of the evaluator verifies that the evaluation has been reviewed and the proper process has been followed according to the MPS Teacher Evaluation Protocol.

Coversheet

Approval of California School Finance Authority (CSFA) Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group – Issue No. 2), Series 2026A and Series 2026B (Taxable) and Adoption of Related Bond Resolutions (Magnolia Science Academy-5 Project)

Section: V. Action Items
Item: D. Approval of California School Finance Authority (CSFA) Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group – Issue No. 2), Series 2026A and Series 2026B (Taxable) and Adoption of Related Bond Resolutions (Magnolia Science Academy-5 Project)
Purpose: Vote
Submitted by:
Related Material: V_D_CSFA Charter School Revenue Bonds.pdf

Agenda Item:	V D: Action Item
Date:	February 12, 2026
To:	Magnolia Educational & Research Foundation dba Magnolia Public Schools ("MPS") Board of Directors (the "Board")
From:	Alfredo Rubalcava, CEO & Superintendent
Staff Lead(s):	Erdinc Acar, Deputy Superintendent Patrick Ontiveros, General Counsel & Director of Facilities Cafer Turan, Interim Chief Financial Officer
RE:	Approval of California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group – Issue No. 2), Series 2026A and Series 2026B (Taxable) and Adoption of Related Bond Resolutions (MSA-5 Project)

Action Proposed

I move that the Board approve the issuance by the California School Finance Authority ("CSFA") of its **Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group – Issue No. 2), Series 2026A and Series 2026B (Taxable)** (collectively, the "Series 2026 Bonds"), authorize Magnolia Educational & Research Foundation ("MERF") to enter into and perform all related financing documents, and adopt the related resolutions approving the transactions to finance the **Magnolia Science Academy-5 construction project**.

Purpose

To authorize the issuance of tax-exempt and taxable charter school revenue bonds through CSFA in order to finance and/or reimburse eligible costs of the **Magnolia Science Academy-5 ("MSA-5") project**, approve the associated loan, credit enhancement, and security arrangements, and authorize execution of all related documents in accordance with the Board resolutions.

Background

MERF plans to move operations of Magnolia Science Academy-5 to a permanent campus located at **7111 Winnetka Avenue, Winnetka, California**. MERF has entered into a **Charter School Facilities Program ("CSFP") Funding Agreement** with the State Allocation Board and

CSFA providing up to **$50,832,332** in state facilities funding for the acquisition and construction of the MSA-5 campus.

To complete the MSA-5 project, additional long-term financing is required beyond amounts already received under the CSFP and to be received under the CSFP as a final apportionment, and proceeds of the 2025 grant anticipation notes. As detailed in the attached resolutions, CSFA will make a loan to **Magnolia Properties Management, Inc.** (the "Borrower") funded from proceeds of the Series 2026 Bonds, which loan will be used to support the continued construction and completion of the MSA-5 campus.

Analysis

- The Board is authorizing the issuance of **CSFA Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group – Issue No. 2), Series 2026A and Series 2026B (Taxable)**, in an aggregate principal amount **not to exceed $23,000,000**, subject to project needs and final market conditions.
- Proceeds of the Series 2026 Bonds will be loaned by CSFA to the Borrower pursuant to a **2026 Loan Agreement** and used, directly or indirectly, **solely to finance and/or reimburse costs of the Magnolia Science Academy-5 project**, including acquisition, construction, expansion, renovation, furnishing and equipping of the campus, funding of a debt service reserve fund, capitalized interest, and costs of issuance, as permitted by law and described in the resolutions.
- The Series 2026 Bonds will be issued under an existing **Master Indenture** and secured by **Obligation No. 2** issued by the Borrower, supported by pledged revenues of the obligated group, applicable security interests, and an **Education Code Section 17199.4 state intercept of MSA-5 apportionments**.
- The financing may include participation in CSFA's **Charter School Facilities Credit Enhancement Grant Program**, with credit enhancement funds applied to the primary debt service reserve for the Series 2026 Bonds in lieu of issuing additional debt to fund the debt service reserve.
- Adoption of the resolutions authorizes designated officers to execute and deliver all financing documents, disclosure documents, tax certificates, credit enhancement agreements, and related instruments necessary to complete the transaction.

Impact

- Provides long-term, stable financing necessary to complete construction of the permanent MSA-5 campus.
- Supports MERF's facilities strategy and ensures continuity of educational operations at MSA-5.
- Aligns with previously approved state facilities funding and interim financing structures.

Budget Implications

- Debt service on the Series 2026 Bonds has been incorporated into MPS's long-term financial planning for the MSA-5 project.
- Bond proceeds are restricted to eligible project costs and related financing expenses in accordance with the financing documents.

Exhibits

1. MERF Board Resolution – Approval of Series 2026 Bond Financing (MSA-5 Project)
2. Magnolia Properties Management, Inc. Board Resolution – Approval of Series 2026 Bond Financing
3. PLOM [CSFA Charter School Revenue Bonds (Magnolia Public Schools - Obligated Group) Series 2026]
4. Supplemental Master Indenture for Obligation NO. 2
5. Indenture - CSFA (Magnolia Obligated Group) Series 2026 4138-5456-4452 2
6. Bond Purchase Agreement [CSFA Charter School Revenue Bonds (Magnolia Public Schools - Obligated Group) Series 2026]
7. Appendix A [CSFA Charter School Revenue Bonds (Magnolia) Series 2026]
8. Loan Agreement - CSFA (Magnolia Obligated Group) Series 2026 4138-0423-2804 2

MAGNOLIA
PUBLIC SCHOOLS

Series 2026 Bonds
Board Briefing

February 12, 2026

Transaction Overview

Series 2026 Bonds (Magnolia Public Schools)	
Conduit Issuer	California School Finance Authority
Borrower	Magnolia Properties Management, Inc.
Obligor/Tenant	Magnolia Education Research Foundation d/b/a Magnolia Public Schools
Tax Status	**Series 2026A** (Tax-Exempt) & **2026B** (Taxable)
Par Amount*	**2026A:** $17.35M | **2026B:** $245K
Term*	40 Years
Use of Proceeds	I. Supplemental Financing for the MSA-5 Project II. Cost of Issuance
Pricing Date*	Thursday, March 12, 2026
Closing Date*	Thursday, March 26, 2025

*Preliminary, subject to change.

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Estimated Sources & Uses Debt Service Schedule*

Sources	Series 2026A	Series 2026B	Program Award	Total
Par Amount	$17,345,000	$245,000	--	$17,590,000
CSFA Credit Enhancement	--	--	1,179,600	1,179,600
Total Sources	**$17,345,000**	**$245,000**	**$1,179,600**	**$18,769,600**

Uses	Series 2026A	Series 2026B	Program Award	Total
Project Fund	$17,000,000	--	--	$17,000,000
Debt Service Reserve Fund	--	--	$1,179,600	1,179,600
Costs of Issuance	$345,000	$245,000	--	590,000
Total Uses	**$17,345,000**	**$245,000**	**$1,179,600**	**$18,769,600**

Assumptions:

Closing Date: March 26, 2026

Final Maturity: 6/1/2065 (39.25 years)

Reserve Fund: fully funded by CSFA grant

Assumed Interest Rate: 6.00%

Period Ending	Principal	Interest	Net Debt Service
6/1/2026	--	$191,111	**$191,111**
6/1/2027	120,000	1,058,463	**1,178,463**
6/1/2028	125,000	1,049,763	**1,174,763**
6/1/2029	135,000	1,040,700	**1,175,700**
6/1/2030	145,000	1,032,600	**1,177,600**
6/1/2031	155,000	1,023,900	**1,178,900**
6/1/2032	165,000	1,014,600	**1,179,600**
6/1/2033	170,000	1,004,700	**1,174,700**
6/1/2034	185,000	994,500	**1,179,500**
6/1/2035	195,000	983,400	**1,178,400**
6/1/2036	205,000	971,700	**1,176,700**
6/1/2037	220,000	959,400	**1,179,400**
6/1/2038	230,000	946,200	**1,176,200**
6/1/2039	245,000	932,400	**1,177,400**
6/1/2040	260,000	917,700	**1,177,700**
6/1/2041	275,000	902,100	**1,177,100**
6/1/2042	290,000	885,600	**1,175,600**
6/1/2043	310,000	868,200	**1,178,200**
6/1/2044	325,000	849,600	**1,174,600**
6/1/2045	345,000	830,100	**1,175,100**
6/1/2046	365,000	809,400	**1,174,400**
6/1/2047	390,000	787,500	**1,177,500**
6/1/2048	415,000	764,100	**1,179,100**
6/1/2049	435,000	739,200	**1,174,200**
6/1/2050	465,000	713,100	**1,178,100**
6/1/2051	490,000	685,200	**1,175,200**
6/1/2052	520,000	655,800	**1,175,800**
6/1/2053	550,000	624,600	**1,174,600**
6/1/2054	585,000	591,600	**1,176,600**
6/1/2055	620,000	556,500	**1,176,500**
6/1/2056	655,000	519,300	**1,174,300**
6/1/2057	695,000	480,000	**1,175,000**
6/1/2058	740,000	438,300	**1,178,300**
6/1/2059	780,000	393,900	**1,173,900**
6/1/2060	830,000	347,100	**1,177,100**
6/1/2061	880,000	297,300	**1,177,300**
6/1/2062	930,000	244,500	**1,174,500**
6/1/2063	990,000	188,700	**1,178,700**
6/1/2064	1,045,000	129,300	**1,174,300**
6/1/2065	1,110,000	66,600	**1,176,600**
Total	**$17,590,000**	**$28,488,736**	**$46,078,736**

**Preliminary, subject to change.*

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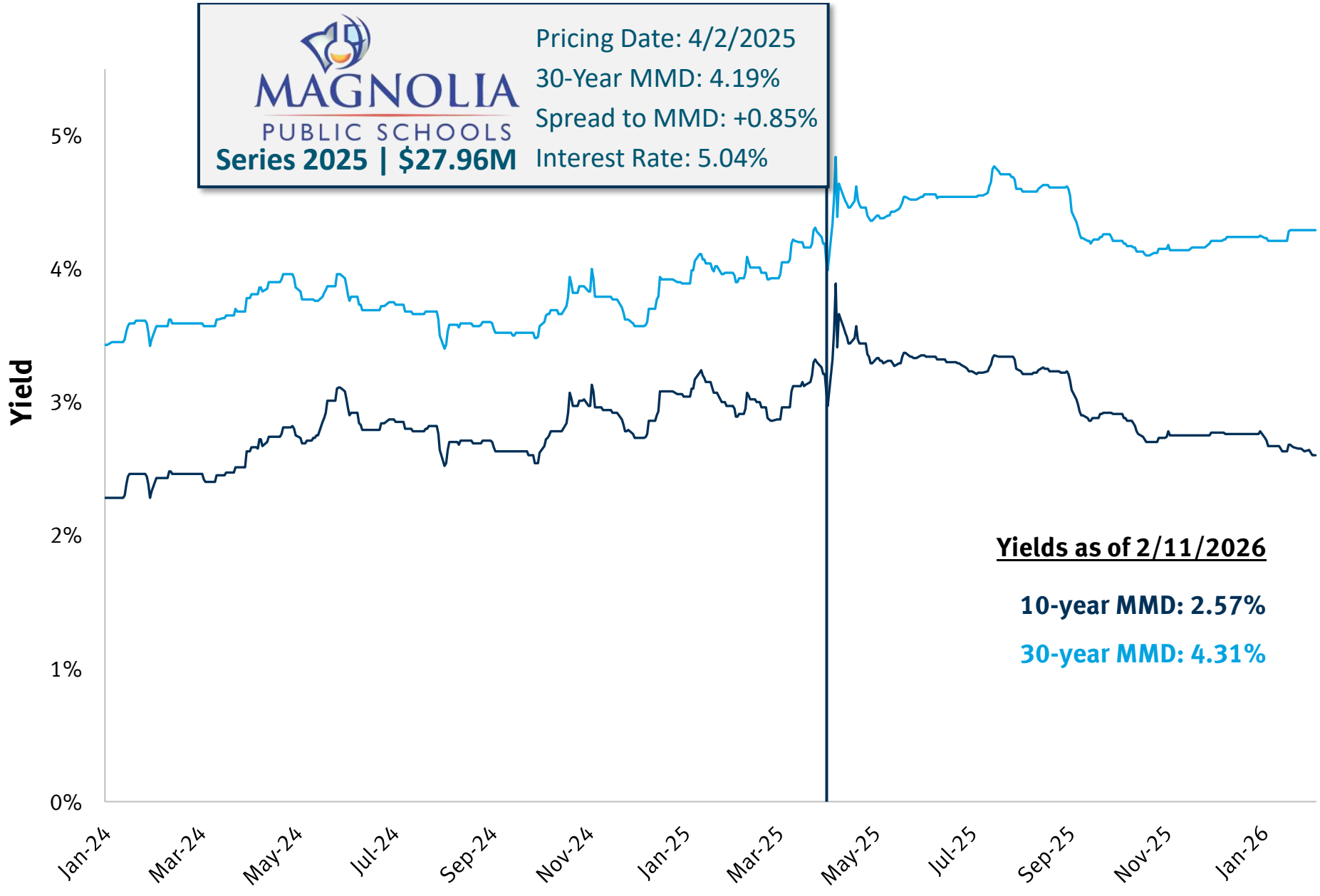
MMD Movement Since Issuance of the 2025 Bonds



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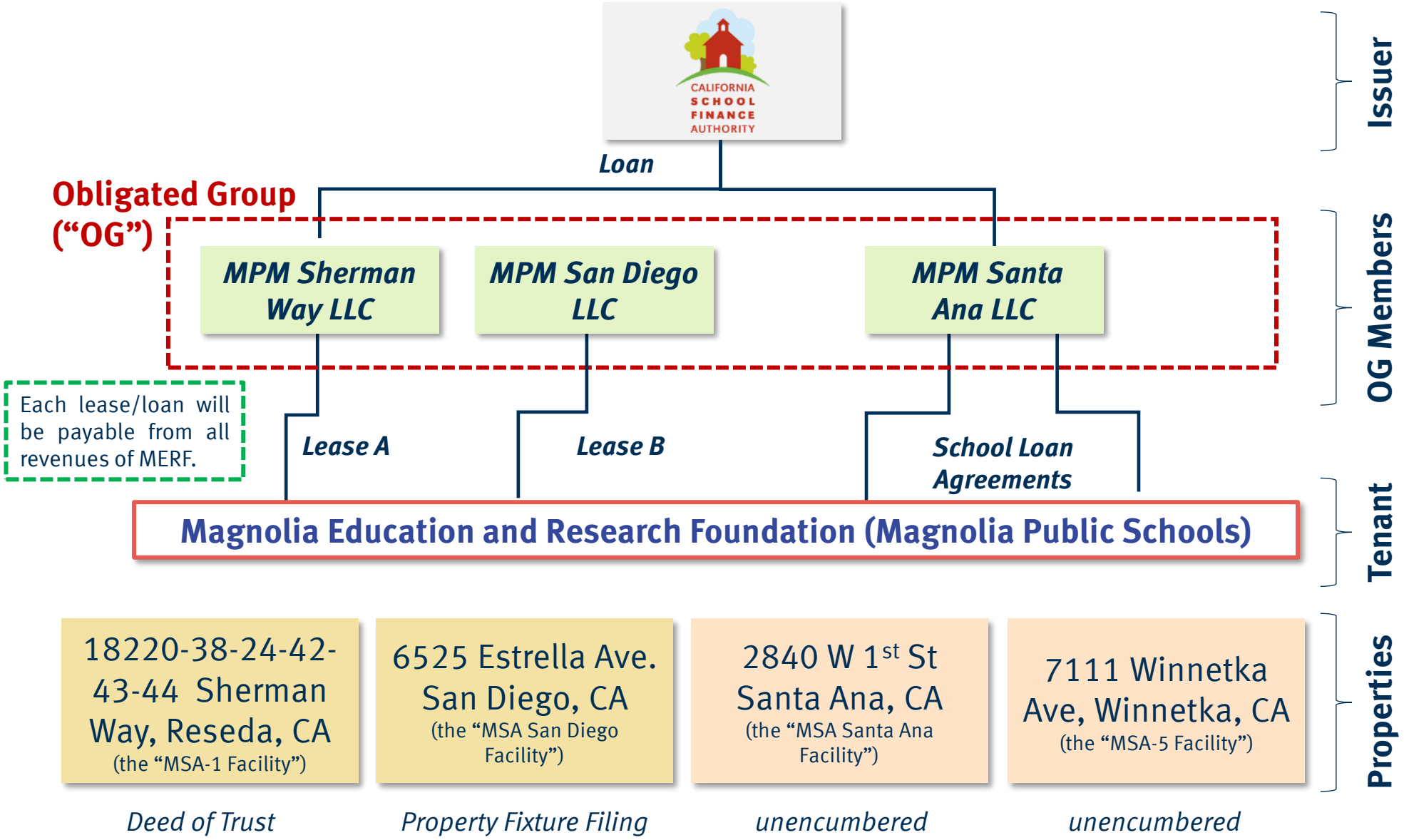
2026 Bond Financing Schedule

Financing Schedule	
Thursday, 1/29	CSFA Application Submission
Friday, 2/6	Moody's Management Meeting
Week of 2/16	Moody's Rating
Thursday, 2/26	CSFA Board Approval
Thursday, 3/12	Bond Sale
Thursday, 3/26	Bond Closing

2025 & 2026 Bonds – Ownership Structure



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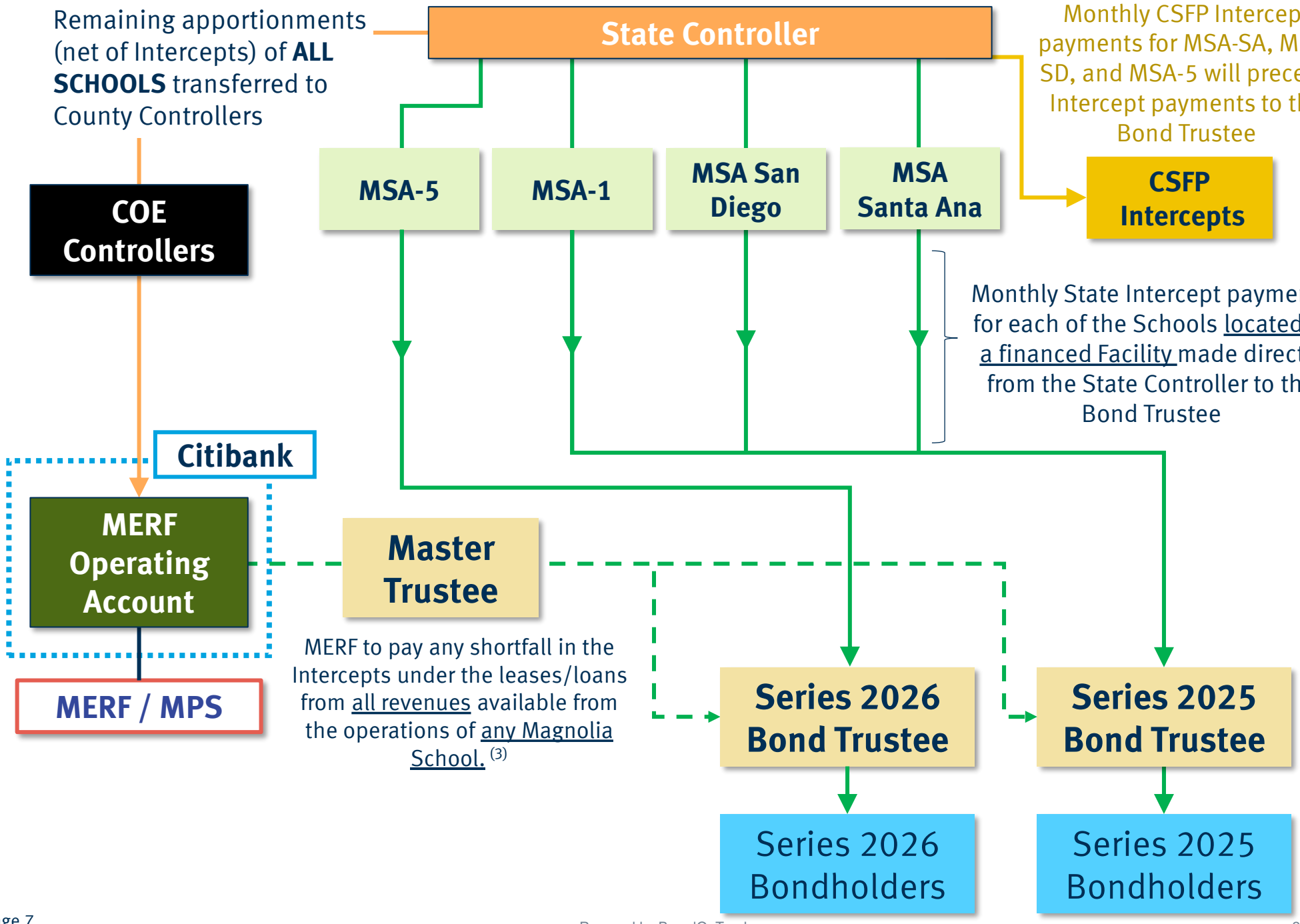
2025 & 2026 Bonds – Flow of Funds



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Security for the Bonds

- **Revenue Pledge:** Gross Revenue Pledge of Obligated Group Members
  - Primary Revenue Source for OG members are the payments of rent or debt service pursuant to the leases or School Loan Agreement between the members and MERF
- **Rent/debt service on the leases/school loan are payable from all revenues of MERF/MPS**
  - However, no revenues are pledged under the leases/school loan agreement
  - Amounts due under the leases/school loan agreement are expected to be paid via State Intercept payment for MSA-1, MSA-5, MSA-SD, MSA-SA
  - In the event of a shortfall under the intercepts, MERF/MPS will be required to make payments directly to the trustee to make up for any shortfall
- **Real Estate:** Deed of Trust on the MSA-1
- Fee Simple interest in the MSA-1 Facilities
  - Personal Property Fixture Filing on the modular buildings at MSA-SD
- **Debt Service Reserve Fund:** Sized at maximum annual debt service (MADS) for each series; funded by CSFA grant
- **State Intercept Mechanism**: CSFA's CA State Intercept program will enable the Bond Trustee to receive direct payments from the State Controller for amounts due under the leases/loans (which will be used to pay debt service)
- **Insurance Coverage:** Property & casualty, 12 months business interruption, general liability, worker's compensation
- **Covenants (applied to MERF/MPS):**
  - **Liquidity:** 45 days of cash on hand
  - **Debt Service Coverage Ratio:** 1.10x

Overall Size & Timing

- **Increment No. 1 & No. 2 will be completed after 2026 bond financing**
- **Increment No. 3 will be completed within 4 years**

Project Budget	
Acquisition	$10,434,239
Soft Costs	12,725,742
Hard Costs	45,753,675
Total	**$68,913,656**

Hard Costs	
Increment No. 1 (Site Work)	$5,004,632
Increment No. 2 (Add'l Site Work + Academic Building)	32,666,273
Increment No. 3 (Gymnasium)	7,734,270
FF&E/Misc.	348,500
Total	**$45,753,675**

Changes to Project Budget

Expense Category	*Estimated Cost*		
	Original Budget	***Current Budget***	**Δ**
Soft Costs (Acquisition, CM, Financing)			
Acquisition Costs	10,434,239	10,434,239	--
Magnolia Soft Costs	4,902,225	5,112,314	210,089
Owner's Contingency	1,000,000	975,532	(24,468)
Financing Costs	3,198,434	3,991,238	792,804
Construction Manager	2,646,657	2,646,658	1
Subtotal	**22,181,555**	**23,159,981**	**978,426**
Hard Costs			
Increment No. 1 (Site Work)	3,830,000	5,004,632	1,174,632
Increment No. 2 (Academic Building)	29,010,000	32,666,273	3,656,273
FF&E	748,500	348,500	(400,000)
Miscellaneous	310,000	--	(310,000)
Subtotal	**33,898,500**	**38,019,405**	**4,120,905**
Total Est. Development Cost w/o Gym	**56,080,055**	**61,179,386**	**5,099,331**

Current Funding Sources:			
Preliminary Apportionment	13,832,733	13,832,733	
2025 GAN Proceeds	29,500,000	29,500,000	
Final Apportionment (net of GANs repayment)	7,499,599	7,499,599	
Total Current Funding Sources	**50,832,332**	**50,832,332**	**--**
Surplus/(Deficit) w/o Gym	**(5,247,723)**	**(10,347,054)**	**(5,099,331)**
Plus: 2025 Bond Proceeds		17,000,000	
Surplus/(Deficit) w/o Gym after 2026 Bonds		**6,652,946**	
Less: Increment No. 3 (Gymnasium)		7,734,270	
Surplus/Deficit w/ Gym after 2026 Bonds		**(1,081,324)**	

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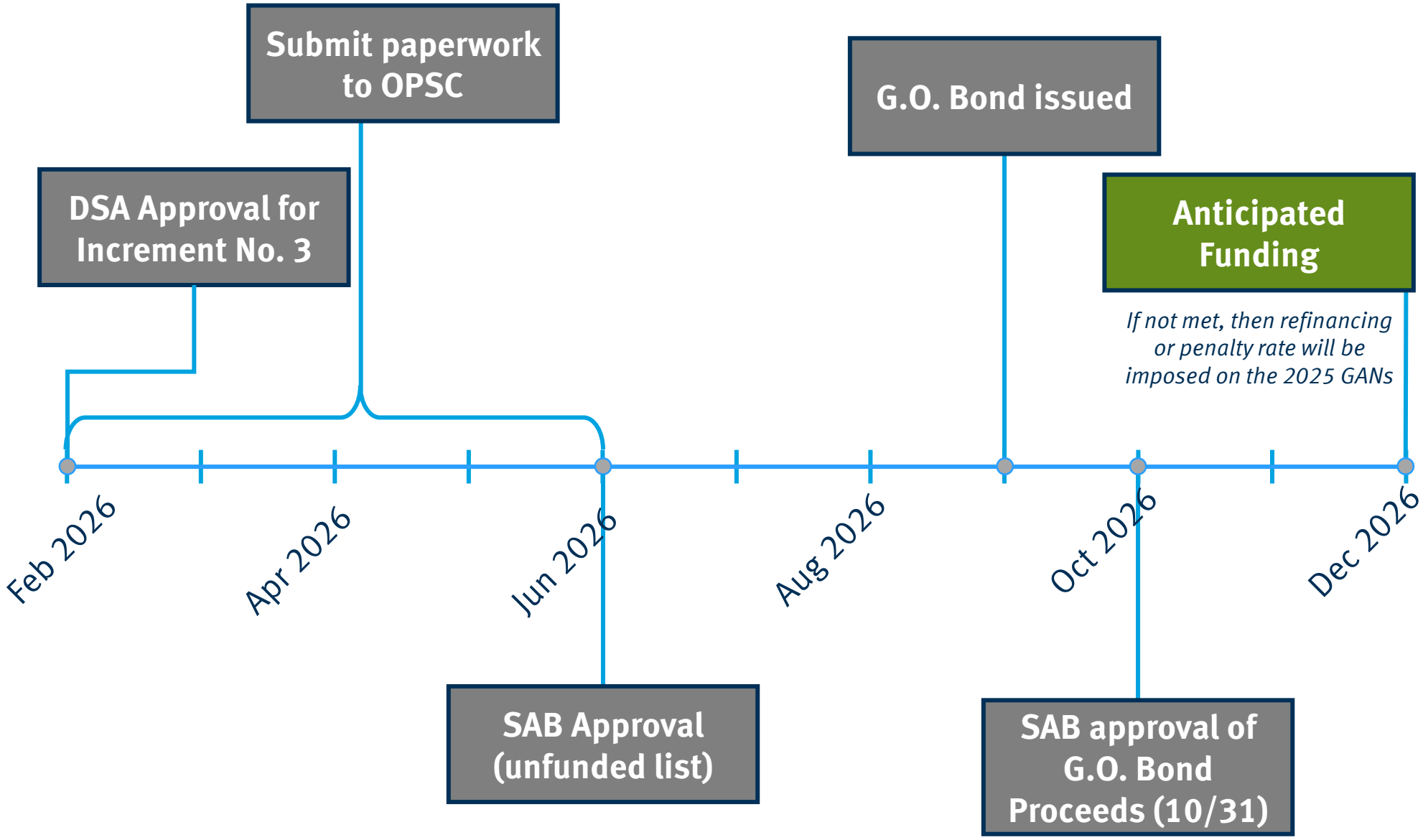
Status of MSA-5



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Disclosure

- *Stifel, Nicolaus & Company, Incorporated ("Stifel") has been engaged or appointed to serve as an underwriter or placement agent with respect to a particular issuance of municipal securities to which the attached material relates and Stifel is providing all information and advice contained in the attached material in its capacity as underwriter or placement agent for that particular issuance. As outlined in the SEC's Municipal Advisor Rule with current effective implementation date of July 1, 2014, Stifel has not acted, and will not act, as your municipal advisor with respect to the issuance of the municipal securities that is the subject to the engagement.*

- *Stifel is providing information and is declaring to the proposed municipal issuer and any obligated person that it has done so within the regulatory framework of MSRB Rule G-23 as an underwriter (by definition also including the role of placement agent) and not as a financial advisor, as defined therein, with respect to the referenced proposed issuance of municipal securities. The primary role of Stifel, as an underwriter, is to purchase securities for resale to investors in an arm's- length commercial transaction. Serving in the role of underwriter, Stifel has financial and other interests that differ from those of the issuer. The issuer should consult with its own financial and/or municipal, legal, accounting, tax and other advisors, as applicable, to the extent it deems appropriate.*

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MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

RESOLUTIONS OF THE BOARD OF DIRECTORS

(APPROVAL OF BOND FINANCING)

The Board of Directors (the "Board") of Magnolia Educational & Research Foundation hereby adopts the following Resolutions:

WHEREAS, Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation doing business as Magnolia Public Schools ("MERF" or the "Corporation"), is organized for charitable and public purposes;

WHEREAS, Magnolia Properties Management, Inc., a California nonprofit public benefit corporation (the "Borrower"), is organized for charitable purposes and is operated exclusively for the benefit of, to perform the functions of, and to carry out the purposes of MERF;

WHEREAS, the Borrower has formed and is the sole member and manager of each of MPM Sherman Way LLC ("Sherman Way LLC"), MPM Santa Ana LLC ("Santa Ana LLC"), and MPM San Diego LLC ("San Diego LLC" and, together with Sherman Way LLC and Santa Ana LLC, the "Members"), each of which is a California limited liability company;

WHEREAS, MERF operates the public charter school known as Magnolia Science Academy 1, CDS Code 19-10199-6119945 ("MSA-1") on real property owned by Sherman Way LLC, leased to MERF for use in the operation of MSA-1, located in the City of Los Angeles, County of Los Angeles, State of California, and commonly known as 18214, 18228, 18238, and 18242-18244 Sherman Way, Reseda, California 91335 (the "MSA-1 Campus");

WHEREAS, MERF operates the public charter school known Magnolia Science Academy Santa Ana, CDS Code 30-76893-0130765 ("MSA Santa Ana") on real property owned by MERF, located in the City of Santa Ana, County of Orange, State of Californian, and commonly known as 2840 W. 1st Street, Santa Ana, California 92703 (the "Santa Ana Campus");

WHEREAS, MERF operates the public charter school known as Magnolia Science Academy – San Diego, CDS Code 37-68338-0109157 ("MSA San Diego" and, collectively with MSA-1 and MSA Santa Ana, the "Obligated Group Schools") in facilities (the "San Diego Facilities") owned by San Diego LLC, leased to MERF for use in the operation of MSA San Diego, and located on real property owned by the San Diego Unified School District, leased to MERF for use in the operation of MSA San Diego, located in the City of San Diego, County of San Diego, State of California, and commonly known as 6525 Estrella Avenue, San Diego, California 92120 (the "San Diego Campus");

WHEREAS, pursuant to the terms of a Loan Agreement dated as of April 1, 2025, (the "Refinancing Loan Agreement") by and between the California School Finance Authority (the "Authority") and the Borrower, the Authority made a loan (the "Refinancing Loan") to the Borrower, which loan was funded from the proceeds of the Authority's Charter School Revenue

Bonds (Magnolia Public Schools – Obligated Group) Series 2025A (the "Series 2025 Bonds ") in the par amount of $27,960,000 issued pursuant to the terms of an Indenture dated as of April 1, 2025, (the "2025 Bond Indenture") by and between the Authority and UMB Bank, National Association, as trustee thereunder (in such capacity, the "2025 Bond Trustee");

WHEREAS, the Borrower used the proceeds of the Refinancing Loan for, among other things, (i) to refund certain prior indebtedness and to otherwise finance and/or refinance the costs of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of the MSA-1 Campus, the Santa Ana Campus, and the San Diego Facilities (collectively, the "Facilities"), (ii) to fund a debt service reserve fund with respect to the Series 2025 Bonds, and (iii) to pay certain costs of issuance of the Series 2025 Bonds;

WHEREAS, in connection with and to support the obligations of the Borrower under the Refinancing Loan Agreement, the Borrower, as the Obligated Group Representative, the Members, as the initial members of an obligated group (the "Obligated Group"), and UMB Bank, National Association, as master trustee (the "Master Trustee"), entered into a Master Indenture of Trust dated as of April 1, 2025, (as amended or supplemented the "Master Indenture") and a Supplemental Master Indenture for Obligation No. 1 dated as of April 1, 2025, ("Supplemental MTI No. 1") and that, pursuant to Supplemental MTI No. 1, the Obligated Group Representative issued its Obligation No. 1 in the principal amount of the Series 2025 Bonds in favor of the 2025 Bond Trustee;

WHEREAS, effective upon the issuance of the Series 2025 Bonds, each of Sherman Way LLC and San Diego LLC (collectively, the "Lessors") and MERF entered into one or more new or amended leases (collectively, the "Leases") pursuant to which the Lessor leased the Facilities owned by such Lessor to MERF for use in the operation of the applicable School operating at or in such Facilities;

WHEREAS, effective upon the issuance of the Series 2025 Bonds, Santa Ana LLC and MERF entered into a loan agreement (the "MSA-SA School Loan Agreement") pursuant to which Santa Ana LLC made a loan to MERF to refinance a prior loan made by Santa Ana LLC to MERF;

WHEREAS, the Borrower, the Members, and MERF have secured or supported the obligations of the Borrower under the Refinancing Loan Agreement, the Master Indenture, the Obligations issued pursuant to the Master Indenture and/or the obligations of MERF under the Leases and the MSA-SA School Loan Agreement by, among other things, (i) a pledge of the gross revenues of the Members, (ii) a deed of trust (the "Deed of Trust") executed by Sherman Way LLC encumbering its interests in the MSA-1 Campus and related personal property, (iii) a security agreement executed by San Diego LLC encumbering its interest in the San Diego Facilities, (iv) a security agreement executed by Santa Ana LLC encumbering its interest in MSA-SA School Loan Agreement and the loan made thereunder, and (v) intercepts of portions of the Obligated Group Schools' general purpose apportionments by the State Controller or another state agency of the State of California pursuant to Section 17199.4 of the Education Code of the State of California;

WHEREAS, MERF proposes to operate the public charter school known Magnolia Science Academy 5, CDS Code 19-10199-0137679 ("MSA-5") on real property owned by MERF, located in the City of Los Angeles, County of Los Angeles, State of California, and commonly known as 7111 Winnetka Avenue, Winnetka, California 91306 (the "MSA-5 Campus");

WHEREAS, MERF, as operator of MSA-5, has entered into a Charter School Facilities Program Funding Agreement dated as of June 23, 2023, (the "CSFP Funding Agreement") with the State Allocation Board and the Authority (collectively, the "State") pursuant to which the State has agreed to provide up to $50,832,332 in funding to MERF for the acquisition and construction of charter school facilities at the MSA-5 Campus (the "MSA-5 Project");

WHEREAS, pursuant to the CSFP Funding Agreement, the State has provided MERF with $3,952,733.20 in advanced funding for design costs and $9,880,000 in advanced funding for site acquisition costs, and MERF anticipates that the State will provide MERF with the remaining funding available to MERF under the CSFP Funding Agreement on or before December 1, 2027;

WHEREAS, pursuant to the terms of a Loan Agreement dated as of April 1, 2025, (the "Grant Anticipation Loan Agreement") by and between the Authority and the Borrower, the Authority made a loan (the "Grant Anticipation Loan") to the Borrower, which loan was funded from the proceeds of Authority's Charter School Grant Anticipation Notes (Magnolia Public Schools), Series 2025 (the "Notes") in the par amount of $29,500,000 issued pursuant to the terms of an Indenture dated as of April 1, 2025, (the "Note Indenture") between the Authority and UMB Bank, National Association, as Trustee (in such capacity, the "Notes Trustee");

WHEREAS, Borrower has used or will use the proceeds of the Grant Anticipation Loan to, among other things, to (i) finance certain costs of the acquisition, construction, expansion, remodeling, renovation, improvement, equipping and furnishing of the MSA-5 Campus; (ii) fund capitalized interest on a portion of the Notes; and (iii) pay the costs of issuance of the Notes;

WHEREAS, effective upon the issuance of the Notes, the Borrower entered into a loan agreement (the "2025 MSA-5 School Loan Agreement") pursuant to which the Borrower used the proceeds of the Grant Anticipation Loan to make a loan to MERF (the "2025 MSA-5 School Loan") to fund the MSA-5 Project;

WHEREAS, in order to complete the MSA-5 Project, MERF requires funds in addition to the proceeds of the CSFP Funding Agreement and the 2025 MSA-5 School Loan;

WHEREAS, MERF proposes that the Authority will make an additional loan (the "2026 Loan") to the Borrower in a maximum amount not to exceed $23,000,000 pursuant to a Loan Agreement (the "2026 Loan Agreement") between the Authority and the Borrower, which loan will be funded from the proceeds of tax-exempt and/or taxable bonds (collectively, the "Series 2026 Bonds") issued by the Authority pursuant to an Indenture (the "2026 Bond Indenture") between the Authority and UMB Bank, National Association, as Trustee (in such capacity, the "2026 Bond Trustee"), such bonds to be designated as California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026A and

California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026B (Taxable) or such other names as may be designated in the Bond Indenture;

WHEREAS, MERF proposes that the Borrower will use the proceeds of the 2026 Loan Agreement to, among other things, (i) finance and/or refinance the costs of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of the MSA-5 Campus, (ii) fund a debt service reserve fund with respect to the Series 2026 Bonds, and (iii) pay certain costs of issuance of the Series 2026 Bonds;

WHEREAS, MERF proposes that, in connection with and to support the obligations of the Borrower under the 2026 Loan Agreement, MERF and/or the Borrower and the Authority will enter into one or more Program Agreements (collectively, the "Program Agreement") relating to the Authority's Charter School Facilities Credit Enhancement Grant Program or to any similar charter school credit enhancement programs (collectively, the "Credit Enhancement Program"), that, pursuant to the Program Agreement, the Authority will reserve funds from the Credit Enhancement Program for the Series 2026 Bonds on the terms and conditions contained in the Program Agreement, and that the Authority will apply or cause to be applied all funds designated thereunder to be disbursed directly to the 2026 Bond Trustee to be held by the 2026 Bond Trustee as part of the primary debt service reserve for the Series 2026 Bonds;

WHEREAS, MERF proposes that, in connection with and to support the obligations of the Borrower under the 2026 Loan Agreement, the Borrower, as the Obligated Group Representative, and the Master Trustee, will enter into a Supplemental Master Indenture for Obligation No. 2 ("Supplemental MTI No. 2") and that, pursuant to Supplemental MTI No. 2, the Obligated Group Representative will issue its Obligation No. 2 in the principal amount of the Series 2026 Bonds in favor of the 2026 Bond Trustee;

WHEREAS, MERF proposes that, effective upon the issuance of the Series 2026 Bonds, Santa Ana LLC and MERF will enter into a loan agreement (the "2026 MSA-5 School Loan Agreement") pursuant to which Santa Ana LLC will use the proceeds of the 2026 Loan to make a loan to MERF to fund the MSA-5 Project, and that the 2026 MSA-5 School Loan Agreement will provide for payment of loan payments in amounts sufficient to enable the Borrower to satisfy the Borrower's debt service on the Series 2026 Bonds and under Obligation No. 2 issued pursuant to the Master Indenture;

WHEREAS, MERF proposes that the Borrower, the Members, and MERF will secure or support the obligations of the Borrower under the 2026 Loan Agreement, the Master Indenture, and the Obligations issued pursuant to the Master Indenture and/or the obligations of MERF under the 2026 MSA-5 School Loan Agreement by, among other things, (i) a pledge of the gross revenues of the Members, (ii) a supplement to the Deed of Trust encumbering Sherman Way LLC's interests in the MSA-1 Campus and related personal property, (iii) the security agreement executed by San Diego LLC encumbering its interest in the San Diego Facilities, (iv) the security agreement executed by Santa Ana LLC encumbering its interest in MSA-SA School Loan Agreement and the loan made thereunder, (v) a security agreement executed by Santa Ana LLC encumbering its interest in the 2026 MSA-5 School Loan Agreement and the loan made thereunder, and (vi) an intercept of MSA-5's general purpose apportionments by the State

Controller or another state agency of the State of California pursuant to Section 17199.4 of the Education Code of the State of California (the "Intercept");

WHEREAS, MERF proposes that, in connection with the foregoing, (i) a Preliminary Limited Offering Memorandum (the "Preliminary Limited Offering Memorandum") and a Limited Offering Memorandum (the "Limited Offering Memorandum") will be prepared to furnish information with respect to the sale and delivery of the Series 2026 Bonds, (ii) pursuant to a Continuing Disclosure Agreement (the "Continuing Disclosure Agreement"), the Borrower and MERF will undertake to provide annual reports and notices of certain events relating to the Series 2026 Bonds, and (iii) pursuant to a Tax Certificate and Agreement or Tax Regulatory Agreement (the "Tax Certificate"), the Borrower and MERF will undertake certain obligations relevant to the tax treatment of the tax-exempt Series 2026 Bonds;

WHEREAS, MERF has adopted a written policy for post-issuance tax compliance applicable to the tax-exempt obligations, designating the Chief Financial Officer of MERF as the responsible officer thereunder;

WHEREAS, MERF and the Borrower propose to retain Stifel, Nicolaus, & Company, Inc. (the "Underwriter") to underwrite the Series 2026 Bonds pursuant to a Bond Purchase Agreement (the "Bond Purchase Agreement") by and among the Underwriter, the Authority, the Treasurer of the State of California, the Borrower, and MERF;

WHEREAS, MERF proposes that, following the sale of the Series 2026 Bonds, Stifel Capital Management, LLC (the "Investment Advisor") will initially serve as the SEC-registered investment advisor to the Borrower for the investment of the proceeds of the Series 2026 Bonds, with investment decisions made at the direction of an Authorized Representative initially and the Borrower will approve the Authorized Representative to execute (i) a Cash Account Application, (ii) an Entity Account Resolution, (iii) a FINRA 2111 Form, (iv) a Stifel Capital Management, LLC Investment Management Agreement, (v) a Client Risk Assessment, and (vi) any other documents necessary to engage the Investment Advisor (collectively, the "Investment Advisory Documents");

WHEREAS, MERF and the Borrower propose to make such loans, capital contributions, or lease payments to Santa Ana LLC as may be necessary or desirable to capitalize Santa Ana LLC for purposes of entering into and performing the transactions described above;

WHEREAS, the individuals listed on Schedule 1 attached hereto have been elected or appointed to the offices of the Corporation set forth after their names on Schedule 1, and such individuals are currently serving as such officers of the Corporation;

WHEREAS, the Borrower is a nonprofit, tax-exempt corporation which, as one of its primary purposes, supports the functions of the Board;

WHEREAS, each of the officers, directors, or employees of MERF listed on Schedule 3 attached hereto also serves as a non-compensated officer or director of the Borrower, and the interests of such persons in the Borrower and the Members have been disclosed to the Corporation and are hereby noted in the official records of the Corporation;

WHEREAS, the Board finds that the terms of the foregoing transactions and proposed transactions (collectively, the "Transactions"), including the 2026 MSA-5 School Loan Agreement, are fair and reasonable as to MERF, the Obligated Group Schools, MSA-5, the Borrower, and the Members, (each, a "Magnolia Company" and, collectively, the "Magnolia Companies") under the circumstances, in the best interest of the Magnolia Companies, and in furtherance of the charitable purposes of the Corporation; and

WHEREAS, the Board desires the Magnolia Companies to take all actions necessary or advisable to facilitate the Transactions;

WHEREAS, MERF and/or the Borrower reasonably expect to pay certain expenditures (the "Reimbursement Expenditures") in connection with the MSA-5 Project prior to the issuance of indebtedness on behalf of the Borrower represented by the 2026 Loan Agreement and the Series 2026 Bonds for the purpose of financing costs associated with the MSA-5 Project on a long- term basis; and

WHEREAS, MERF and the Borrower reasonably expect that debt obligations represented by the 2026 Loan Agreement and the Series 2026 Bonds will be issued by or on behalf of the Borrower in order to finance the MSA-5 Project and that certain of the proceeds of such debt obligations will be used to reimburse the Reimbursement Expenditures, up to approximately $12,500,000;

NOW, THEREFORE, BE IT RESOLVED, that the Board ratifies and confirms the election or appointment, as applicable, of the officers of the Corporation listed on Schedule 1;

RESOLVED FURTHER, that the Board ratifies and approves the applications of MERF and/or the Borrower to the Authority for the issuance of the Series 2026 Bonds and for an award under the Credit Enhancement Program in connection with the issuance of the Series 2026 Bonds;

RESOLVED FURTHER, that the Board ratifies and approves the Transactions and authorizes the execution, delivery and performance by each Magnolia Company of the documents and agreements listed on Schedule 2 attached hereto (collectively, the "Primary Transaction Documents") to which the Magnolia Company may be a party and all such other documents, instruments, and agreements as may be necessary or advisable to facilitate the Transactions (together with the Primary Transaction Documents, the "Transaction Documents");

RESOLVED FURTHER, that the Board appoints the officers of the Corporation, and each of them individually (each, an "Authorized Signatory"), acting alone, as authorized signatories of the Corporation for purposes of executing the Transaction Documents on behalf of such companies;

RESOLVED FURTHER, that the Board authorizes the Authorized Signatories, and each of them individually, acting alone, for and in the name and on behalf of the Corporation, to open such deposit accounts or other bank accounts and to contract for such banking services for the Corporation as such Authorized Signatories may deem necessary or advisable to carry out the Transactions and to execute, on behalf of the Corporation, all related standard form resolutions required by all banks, trust companies and financial institutions;

RESOLVED FURTHER, that each of the President, Chief Financial Officer, and Deputy Superintendent of the Corporation be and is hereby authorized to act as a signatory on the bank deposit accounts and other general or special accounts of the Corporation, to authorize the transfer or disbursement of funds from or to such accounts, to endorse checks, drafts or other evidences of indebtedness made payable to the Corporation, for the purpose of deposit, and to sign on the Corporation's behalf all checks, drafts, and other instruments of the Corporation to pay money;

RESOLVED FURTHER, that the Board authorizes the Authorized Signatories, and each of them individually, acting alone, for and in the name and on behalf of the Corporation, to execute, deliver, approve, and, as appropriate, declare final and authorize the distribution of the Transaction Documents, in such forms and with such amendments or modifications thereto as an Authorized Signatory may approve as necessary or advisable to facilitate the Transactions, and all such other bond purchase agreements, note purchase agreements, disclosure agreements, offering statements, offering memoranda, master indentures, supplements to master indentures, indentures, loan agreements, promissory notes, obligations, leases, subleases, deeds of trust, security agreements, deposit account or securities account control agreements, subordination, non-disturbance and attornment agreements, tax certificates, tax and regulatory compliance agreements, policies, or procedures, assignments, indemnification agreements, guaranties, subordination agreements, escrow agreements, agreements with underwriters, project managers, contractors, architects, engineers, consultants, or other persons, consents, letters of representation, notices, certificates, and other documents, agreements, or instruments or amendments to any of the foregoing, as an Authorized Signatory may approve as necessary or advisable to facilitate the Transactions, each with such additions, deletions or changes therein as the Authorized Signatory executing the same shall approve (the execution and delivery thereof by any such Authorized Signatory to be conclusive evidence of his or her approval of any such document, agreement, instrument, amendment, addition, deletion or change);

RESOLVED FURTHER, that, pursuant to Section 17199.4(a) of the Education Code of the State of California, the Corporation elects to participate in the Intercept to secure payment of the principal of and interest on the Series 2026 Bonds and that the Board authorizes the Authorized Signatories, and each of them individually, acting alone, for and in the name and on behalf of the Corporation and MSA-5, to provide notices (the "Intercept Notices") to the State Controller of the State of California or other applicable state agency of the State of California of such election of the Board;

RESOLVED FURTHER, that the Board ratifies and confirms the acts of the officers, agents or employees of the Corporation taken on behalf of the Corporation in connection with the Transactions;

RESOLVED FURTHER, that by the adoption of these resolutions, the Board reconfirms, ratifies, and adopts all prior actions of the Board which may have previously been taken in connection with the Transactions;

RESOLVED FURTHER, that all prior resolutions of the Board or any parts thereof in conflict with any of or all the foregoing resolutions are repealed to the extent of such conflict;

RESOLVED FURTHER, that these resolutions shall take effect and be in full force immediately after their adoption by the Board; and

RESOLVED FURTHER, that the Board authorizes the Authorized Signatories, and each of them individually, acting alone, for and in the name and on behalf of the Corporation, to approve, execute and deliver any and all documents, instruments and agreements, and to perform or cause to be performed any and all acts as may, in their judgment, be necessary or desirable to accomplish the purposes of the foregoing resolutions and the transactions contemplated thereby and by the agreements therein approved, and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.

RESOLVED FURTHER, for purposes of establishing compliance with the requirements of Section 1.150-2 of the Treasury Regulations, the Board hereby declares its official intent to use proceeds of indebtedness to reimburse MERF and/or the Borrower for Reimbursement Expenditures. This declaration does not bind MERF or the Borrower to make any expenditure, incur any indebtedness, or proceed with the MSA-5 Project;

RESOLVED FURTHER, the Board hereby authorizes the payment of any expenses incurred in connection with the preparation of proceedings for the issuance of said indebtedness on behalf of the Borrower, including legal and financial consulting expenses; and

RESOLVED FURTHER, that these resolutions shall take effect from and after their adoption by the Board.

Certificate of Secretary

The undersigned certifies that the undersigned is the duly appointed and acting Secretary of Magnolia Educational & Research Foundation (the "Corporation"), a California nonprofit public benefit corporation, that the foregoing Resolutions were duly adopted by a majority vote of the members of the Board of Directors (the "Board") of the Corporation then in office at a meeting of the Board duly held on February 12, 2026, in compliance with the bylaws of the Corporation and in compliance with the notice, agenda and open meeting requirements of the Ralph M. Brown Act, and that a quorum of the Board was in attendance at the meeting at the time the resolutions were adopted.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation as of the ____ day of February, 2026.

Jennifer Lara
Secretary

Schedule 1

Officers

Alfredo Rubalcava	Chief Executive Officer and Superintendent
Jennifer Lara	Secretary
Erdinc Acar	Deputy Superintendent and Acting Chief Financial Officer

Schedule 2

Primary Transaction Documents

Bond Purchase Agreement.

2026 Loan Agreement.

2026 Bond Indenture.

Master Indenture.

Supplemental MTI for Obligation No. 2.

Obligation No. 2 (as defined in the Supplemental MTI for Obligation No. 2).

2026 MSA-5 School Loan Agreement.

Supplement to Deed of Trust.

Security Agreement executed by Santa Ana LLC.

Subordination, Non-Disturbance and Attornment Agreement relating to the Lease between Sherman Way LLC and MERF.

Program Agreement.

Preliminary Limited Offering Memorandum.

Limited Offering Memorandum.

Continuing Disclosure Agreement.

Tax Certificate.

Intercept Notices.

Investment Advisory Documents.

Schedule 3

Certain Officers or Directors of the Borrower

Name	Position at MERF	Position at the Borrower
Alfredo Rubalcava	Chief Executive Officer and Superintendent	Chief Executive Officer
Patrick Ontiveros	General Counsel	Secretary

MAGNOLIA PROPERTIES MANAGEMENT, INC.

RESOLUTIONS OF THE BOARD OF DIRECTORS

(APPROVAL OF BOND FINANCING)

The Board of Directors (the "Board") of Magnolia Properties Management, Inc., hereby adopts the following Resolutions:

WHEREAS, Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation doing business as Magnolia Public Schools ("MERF" or the "Corporation"), is organized for charitable and public purposes;

WHEREAS, Magnolia Properties Management, Inc., a California nonprofit public benefit corporation (the "Borrower"), is organized for charitable purposes and is operated exclusively for the benefit of, to perform the functions of, and to carry out the purposes of MERF;

WHEREAS, the Borrower has formed and is the sole member and manager of each of MPM Sherman Way LLC ("Sherman Way LLC"), MPM Santa Ana LLC ("Santa Ana LLC"), and MPM San Diego LLC ("San Diego LLC" and, together with Sherman Way LLC and Santa Ana LLC, the "Members"), each of which is a California limited liability company;

WHEREAS, MERF operates the public charter school known as Magnolia Science Academy 1, CDS Code 19-10199-6119945 ("MSA-1") on real property owned by Sherman Way LLC, leased to MERF for use in the operation of MSA-1, located in the City of Los Angeles, County of Los Angeles, State of California, and commonly known as 18214, 18228, 18238, and 18242-18244 Sherman Way, Reseda, California 91335 (the "MSA-1 Campus");

WHEREAS, MERF operates the public charter school known as Magnolia Science Academy Santa Ana, CDS Code 30-76893-0130765 ("MSA Santa Ana") on real property owned by MERF, located in the City of Santa Ana, County of Orange, State of Californian, and commonly known as 2840 W. 1st Street, Santa Ana, California 92703 (the "Santa Ana Campus");

WHEREAS, MERF operates the public charter school known as Magnolia Science Academy – San Diego, CDS Code 37-68338-0109157 ("MSA San Diego" and, collectively with MSA-1 and MSA Santa Ana, the "Obligated Group Schools") in facilities (the "San Diego Facilities") owned by San Diego LLC, leased to MERF for use in the operation of MSA San Diego, and located on real property owned by the San Diego Unified School District, leased to MERF for use in the operation of MSA San Diego, located in the City of San Diego, County of San Diego, State of California, and commonly known as 6525 Estrella Avenue, San Diego, California 92120 (the "San Diego Campus");

WHEREAS, pursuant to the terms of a Loan Agreement dated as of April 1, 2025, (the "Refinancing Loan Agreement") by and between the California School Finance Authority (the "Authority") and the Borrower, the Authority made a loan (the "Refinancing Loan") to the Borrower, which loan was funded from the proceeds of the Authority's Charter School Revenue

Bonds (Magnolia Public Schools – Obligated Group) Series 2025A (the "Series 2025 Bonds ") in the par amount of $27,960,000 issued pursuant to the terms of an Indenture dated as of April 1, 2025, (the "2025 Bond Indenture") by and between the Authority and UMB Bank, National Association, as trustee thereunder (in such capacity, the "2025 Bond Trustee");

WHEREAS, the Borrower used the proceeds of the Refinancing Loan to, among other things, to refund certain prior indebtedness and to otherwise finance and/or refinance the costs of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of the MSA-1 Campus, the Santa Ana Campus, and the San Diego Facilities (collectively, the "Facilities"), (v) to fund a debt service reserve fund with respect to the Series 2025 Bonds, and (vi) to pay certain costs of issuance of the Series 2025 Bonds;

WHEREAS, in connection with and to support the obligations of the Borrower under the Refinancing Loan Agreement, the Borrower, as the Obligated Group Representative, the Members, as the initial members of an obligated group (the "Obligated Group"), and UMB Bank, National Association, as master trustee (the "Master Trustee"), entered into a Master Indenture of Trust dated as of April 1, 2025, (as amended or supplemented, the "Master Indenture") and a Supplemental Master Indenture for Obligation No. 1 dated as of April 1, 2025, ("Supplemental MTI No. 1") and that, pursuant to Supplemental MTI No. 1, the Obligated Group Representative issued its Obligation No. 1 in the principal amount of the Series 2025 Bonds in favor of the 2025 Bond Trustee;

WHEREAS, effective upon the issuance of the Series 2025 Bonds, each of Sherman Way LLC and San Diego LLC (collectively, the "Lessors") and MERF entered into one or more new or amended leases (collectively, the "Leases") pursuant to which the Lessor leased the Facilities owned by such Lessor to MERF for use in the operation of the applicable School operating at or in such Facilities;

WHEREAS, effective upon the issuance of the Series 2025 Bonds, Santa Ana LLC and MERF entered into a loan agreement (the "MSA-SA School Loan Agreement") pursuant to which Santa Ana LLC made a loan to MERF to refinance a prior loan made by Santa Ana LLC to MERF;

WHEREAS, the Borrower, the Members, and MERF have secured or supported the obligations of the Borrower under the Refinancing Loan Agreement, the Master Indenture, the Obligations issued pursuant to the Master Indenture and/or the obligations of MERF under the Leases and the MSA-SA School Loan Agreement by, among other things, (i) a pledge of the gross revenues of the Members, (ii) a deed of trust (the "Deed of Trust") executed by Sherman Way LLC encumbering its interests in the MSA-1 Campus and related personal property, (iii) a security agreement executed by San Diego LLC encumbering its interest in the San Diego Facilities, (iv) a security agreement executed by Santa Ana LLC encumbering its interest in MSA-SA School Loan Agreement and the loan made thereunder, and (v) intercepts of portions of the Obligated Group Schools' general purpose apportionments by the State Controller or another state agency of the State of California pursuant to Section 17199.4 of the Education Code of the State of California;

WHEREAS, MERF proposes to operate the public charter school known Magnolia Science Academy 5, CDS Code 19-10199-0137679 ("MSA-5") on real property owned by MERF, located in the City of Los Angeles, County of Los Angeles, State of California, and commonly known as 7111 Winnetka Avenue, Winnetka, California 91306 (the "MSA-5 Campus");

WHEREAS, MERF, as operator of MSA-5, has entered into a Charter School Facilities Program Funding Agreement dated as of June 23, 2023, (the "CSFP Funding Agreement") with the State Allocation Board and the Authority (collectively, the "State") pursuant to which the State has agreed to provide up to $50,832,332 in funding to MERF for the acquisition and construction of charter school facilities at the MSA-5 Campus (the "MSA-5 Project");

WHEREAS, pursuant to the CSFP Funding Agreement, the State has provided MERF with $3,952,733.20 in advanced funding for design costs and $9,880,000 in advanced funding for site acquisition costs, and MERF anticipates that the State will provide MERF with the remaining funding available to MERF under the CSFP Funding Agreement on or before December 1, 2027;

WHEREAS, pursuant to the terms of a Loan Agreement dated as of April 1, 2025, (the "Grant Anticipation Loan Agreement") by and between the Authority and the Borrower, the Authority made a loan (the "Grant Anticipation Loan") to the Borrower, which loan was funded from the proceeds of Authority's Charter School Grant Anticipation Notes (Magnolia Public Schools), Series 2025 (the "Notes") in the par amount of $29,500,000 issued pursuant to the terms of an Indenture dated as of April 1, 2025, (the "Note Indenture") between the Authority and UMB Bank, National Association, as Trustee (in such capacity, the "Notes Trustee");

WHEREAS, Borrower has used or will use the proceeds of the Grant Anticipation Loan to, among other things, to (i) finance certain costs of the acquisition, construction, expansion, remodeling, renovation, improvement, equipping and furnishing of the MSA-5 Campus; (ii) fund capitalized interest on a portion of the Notes; and (iii) pay the costs of issuance of the Notes;

WHEREAS, effective upon the issuance of the Notes, the Borrower entered into a loan agreement (the "2025 MSA-5 School Loan Agreement") pursuant to which the Borrower used the proceeds of the Grant Anticipation Loan to make a loan to MERF (the "2025 MSA-5 School Loan") to fund the MSA-5 Project;

WHEREAS, in order to complete the MSA-5 Project, MERF requires funds in addition to the proceeds of the CSFP Funding Agreement and the 2025 MSA-5 School Loan;

WHEREAS, MERF proposes that the Authority will make an additional loan (the "2026 Loan") to the Borrower in a maximum amount not to exceed $23,000,000 pursuant to a Loan Agreement (the "2026 Loan Agreement") between the Authority and the Borrower, which loan will be funded from the proceeds of tax-exempt and/or taxable bonds (collectively, the "Series 2026 Bonds") issued by the Authority pursuant to an Indenture (the "2026 Bond Indenture") between the Authority and UMB Bank, National Association, as Trustee (in such capacity, the "2026 Bond Trustee"), such bonds to be designated as California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026A and

California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026B (Taxable) or such other names as may be designated in the Bond Indenture;

WHEREAS, MERF proposes that the Borrower will use the proceeds of the 2026 Loan Agreement to, among other things, (i) finance and/or refinance the costs of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of the MSA-5 Campus, (ii) fund a debt service reserve fund with respect to the Series 2026 Bonds, and (iii) pay certain costs of issuance of the Series 2026 Bonds;

WHEREAS, MERF proposes that, in connection with and to support the obligations of the Borrower under the 2026 Loan Agreement, MERF and/or the Borrower and the Authority will enter into one or more Program Agreements (collectively, the "Program Agreement") relating to the Authority's Charter School Facilities Credit Enhancement Grant Program or to any similar charter school credit enhancement programs (collectively, the "Credit Enhancement Program"), that, pursuant to the Program Agreement, the Authority will reserve funds from the Credit Enhancement Program for the Series 2026 Bonds on the terms and conditions contained in the Program Agreement, and that the Authority will apply or cause to be applied all funds designated thereunder to be disbursed directly to the 2026 Bond Trustee to be held by the 2026 Bond Trustee as part of the primary debt service reserve for the Series 2026 Bonds;

WHEREAS, MERF proposes that, in connection with and to support the obligations of the Borrower under the 2026 Loan Agreement, the Borrower, as the Obligated Group Representative, and the Master Trustee, will enter into a Supplemental Master Indenture for Obligation No. 2 ("Supplemental MTI No. 2") and that, pursuant to Supplemental MTI No. 2, the Obligated Group Representative will issue its Obligation No. 2 in the principal amount of the Series 2026 Bonds in favor of the 2026 Bond Trustee;

WHEREAS, MERF proposes that, effective upon the issuance of the Series 2026 Bonds, Santa Ana LLC and MERF will enter into a loan agreement (the "2026 MSA-5 School Loan Agreement") pursuant to which Santa Ana LLC will use the proceeds of the 2026 Loan to make a loan to MERF to fund the MSA-5 Project, and that the 2026 MSA-5 School Loan Agreement will provide for payment of loan payments in amounts sufficient to enable the Borrower to satisfy the Borrower's debt service on the Series 2026 Bonds and under Obligation No. 2 issued pursuant to the Master Indenture;

WHEREAS, MERF proposes that the Borrower, the Members, and MERF will secure or support the obligations of the Borrower under the 2026 Loan Agreement, the Master Indenture, and the Obligations issued pursuant to the Master Indenture and/or the obligations of MERF under the 2026 MSA-5 School Loan Agreement by, among other things, (i) a pledge of the gross revenues of the Members, (ii) a supplement to the Deed of Trust encumbering Sherman Way LLC's interests in the MSA-1 Campus and related personal property, (iii) the security agreement executed by San Diego LLC encumbering its interest in the San Diego Facilities, (iv) the security agreement executed by Santa Ana LLC encumbering its interest in MSA-SA School Loan Agreement and the loan made thereunder, (v) a security agreement executed by Santa Ana LLC encumbering its interest in the 2026 MSA-5 School Loan Agreement and the loan made thereunder, and (vi) an intercept of MSA-5's general purpose apportionments by the State

Controller or another state agency of the State of California pursuant to Section 17199.4 of the Education Code of the State of California (the "Intercept");

WHEREAS, MERF proposes that, in connection with the foregoing, (i) a Preliminary Limited Offering Memorandum (the "Preliminary Limited Offering Memorandum") and a Limited Offering Memorandum (the "Limited Offering Memorandum") will be prepared to furnish information with respect to the sale and delivery of the Series 2026 Bonds, (ii) pursuant to a Continuing Disclosure Agreement (the "Continuing Disclosure Agreement"), the Borrower and MERF will undertake to provide annual reports and notices of certain events relating to the Series 2026 Bonds, and (iii) pursuant to a Tax Certificate and Agreement or Tax Regulatory Agreement (the "Tax Certificate"), the Borrower and MERF will undertake certain obligations relevant to the tax treatment of the tax-exempt Series 2026 Bonds;

WHEREAS, MERF has adopted a written policy for post-issuance tax compliance applicable to the tax-exempt obligations, designating the Chief Financial Officer of MERF as the responsible officer thereunder;

WHEREAS, MERF and the Borrower propose to retain Stifel, Nicolaus, & Company, Inc. (the "Underwriter") to underwrite the Series 2026 Bonds pursuant to a Bond Purchase Agreement (the "Bond Purchase Agreement") by and among the Underwriter, the Authority, the Treasurer of the State of California, the Borrower, and MERF;

WHEREAS, MERF proposes that, following the sale of the Series 2026 Bonds, Stifel Capital Management, LLC (the "Investment Advisor") will initially serve as the SEC-registered investment advisor to the Borrower for the investment of the proceeds of the Series 2026 Bonds, with investment decisions made at the direction of an Authorized Representative initially and the Borrower will approve the Authorized Representative to execute (i) a Cash Account Application, (ii) an Entity Account Resolution, (iii) a FINRA 2111 Form, (iv) a Stifel Capital Management, LLC Investment Management Agreement, (v) a Client Risk Assessment, and (vi) any other documents necessary to engage the Investment Advisor (collectively, the "Investment Advisory Documents");

WHEREAS, MERF and the Borrower propose to make such loans, capital contributions, or lease payments to Santa Ana LLC as may be necessary or desirable to capitalize Santa Ana LLC for purposes of entering into and performing the transactions described above;

WHEREAS, the individuals listed on Schedule 1 attached hereto have been elected or appointed to the offices of the Corporation set forth after their names on Schedule 1, and such individuals are currently serving as such officers of the Corporation;

WHEREAS, the Board finds that the terms of the foregoing transactions and proposed transactions (collectively, the "Transactions"), including the 2026 MSA-5 School Loan Agreement, are fair and reasonable as to MERF, the Obligated Group Schools, MSA-5, the Borrower, and the Members, (each, a "Magnolia Company" and, collectively, the "Magnolia Companies") under the circumstances, in the best interest of the Magnolia Companies, and in furtherance of the charitable purposes of the Corporation; and

WHEREAS, the Board desires the Magnolia Companies to take all actions necessary or advisable to facilitate the Transactions;

WHEREAS, MERF and/or the Borrower reasonably expect to pay certain expenditures (the "Reimbursement Expenditures") in connection with the MSA-5 Project prior to the issuance of indebtedness on behalf of the Borrower represented by the 2026 Loan Agreement and the Series 2026 Bonds for the purpose of financing costs associated with the MSA-5 Project on a long- term basis; and

WHEREAS, MERF and the Borrower reasonably expect that debt obligations represented by the 2026 Loan Agreement and the Series 2026 Bonds will be issued by or on behalf of the Borrower in order to finance the MSA-5 Project and that certain of the proceeds of such debt obligations will be used to reimburse the Reimbursement Expenditures, up to approximately $12,500,000;

NOW, THEREFORE, BE IT RESOLVED, that the Board ratifies and confirms the election or appointment, as applicable, of the officers of the Corporation listed on Schedule 1;

RESOLVED FURTHER, that the Board ratifies and approves the applications of MERF and/or the Borrower to the Authority for the issuance of the Bonds and for an award under the Credit Enhancement Program in connection with the issuance of the Bonds;

RESOLVED FURTHER, that the Board ratifies and approves the Transactions and authorizes the execution, delivery and performance by each Magnolia Company of the documents and agreements listed on Schedule 2 attached hereto (collectively, the "Primary Transaction Documents") to which the Magnolia Company may be a party and all such other documents, instruments, and agreements as may be necessary or advisable to facilitate the Transactions (together with the Primary Transaction Documents, the "Transaction Documents");

RESOLVED FURTHER, that the Board appoints the officers of the Corporation, and each of them individually (each, an "Authorized Signatory"), acting alone, as authorized signatories of the Corporation and the Members for purposes of executing the Transaction Documents on behalf of such companies;

RESOLVED FURTHER, that the Board authorizes the Authorized Signatories, and each of them individually, acting alone, for and in the name and on behalf of the Corporation, for itself and as the member and manager of the Members, to open such deposit accounts or other bank accounts and to contract for such banking services for the Corporation or the Members as such Authorized Signatories may deem necessary or advisable to carry out the Transactions and to execute, on behalf of the Corporation, and the Members, all related standard form resolutions required by all banks, trust companies and financial institutions;

RESOLVED FURTHER, that each of the President, Chief Financial Officer and Deputy Superintendent of the Corporation be and is hereby authorized to act as a signatory on the bank deposit accounts and other general or special accounts of the Corporation and the Members, to authorize the transfer or disbursement of funds from or to such accounts, to endorse checks, drafts or other evidences of indebtedness made payable to the Corporation or the Members, for

the purpose of deposit, and to sign on the Corporation's or a Member's behalf all checks, drafts, and other instruments of the Corporation or the Member to pay money;

RESOLVED FURTHER, that the Board authorizes the Authorized Signatories, and each of them individually, acting alone, for and in the name and on behalf of the Corporation, for itself and as the member and manager of the Members, to execute, deliver, approve, and, as appropriate, declare final and authorize the distribution of the Transaction Documents, in such forms and with such amendments or modifications thereto as an Authorized Signatory may approve as necessary or advisable to facilitate the Transactions, and all such other bond purchase agreements, note purchase agreements, disclosure agreements, offering statements, offering memoranda, master indentures, supplements to master indentures, indentures, loan agreements, promissory notes, obligations, leases, subleases, deeds of trust, security agreements, deposit account or securities account control agreements, subordination, non-disturbance and attornment agreements, tax certificates, tax and regulatory compliance agreements, policies, or procedures, assignments, indemnification agreements, guaranties, subordination agreements, escrow agreements, agreements with underwriters, project managers, contractors, architects, engineers, consultants, or other persons, consents, letters of representation, notices, certificates, and other documents, agreements, or instruments or amendments to any of the foregoing, as an Authorized Signatory may approve as necessary or advisable to facilitate the Transactions, each with such additions, deletions or changes therein as the Authorized Signatory executing the same shall approve (the execution and delivery thereof by any such Authorized Signatory to be conclusive evidence of his or her approval of any such document, agreement, instrument, amendment, addition, deletion or change);

RESOLVED FURTHER, that, pursuant to Section 17199.4(a) of the Education Code of the State of California, the Corporation elects to participate in the Intercept to secure payment of the principal of and interest on the Bonds and that the Board authorizes the Authorized Signatories, and each of them individually, acting alone, for and in the name and on behalf of the Corporation and the Schools, to provide notices (the "Intercept Notices") to the State Controller of the State of California or other applicable state agency of the State of California of such election of the Board;

RESOLVED FURTHER, that the Board ratifies and confirms the acts of the officers, agents or employees of the Corporation taken on behalf of the Corporation in connection with the Transactions;

RESOLVED FURTHER, that by the adoption of these resolutions, the Board reconfirms, ratifies, and adopts all prior actions of the Board which may have previously been taken in connection with the Transactions;

RESOLVED FURTHER, that all prior resolutions of the Board or any parts thereof in conflict with any of or all the foregoing resolutions are repealed to the extent of such conflict;

RESOLVED FURTHER, that these resolutions shall take effect and be in full force immediately after their adoption by the Board; and

RESOLVED FURTHER, that the Board authorizes the Authorized Signatories, and each of them individually, acting alone, for and in the name and on behalf of the Corporation, for itself and as the member and manager of the Members, to approve, execute and deliver any and all documents, instruments and agreements, and to perform or cause to be performed any and all acts as may, in their judgment, be necessary or desirable to accomplish the purposes of the foregoing resolutions and the transactions contemplated thereby and by the agreements therein approved, and any such documents, instrument or agreements so executed and delivered or actions taken by them or any of them shall be conclusive evidence of their authority in so doing.

RESOLVED FURTHER, for purposes of establishing compliance with the requirements of Section 1.150-2 of the Treasury Regulations, the Board hereby declares its official intent to use proceeds of indebtedness to reimburse MERF and/or the Borrower for Reimbursement Expenditures. This declaration does not bind MERF or the Borrower to make any expenditure, incur any indebtedness, or proceed with the MSA-5 Project;

RESOLVED FURTHER, the Board hereby authorizes the payment of any expenses incurred in connection with the preparation of proceedings for the issuance of said indebtedness on behalf of the Borrower and the lease of the Project, including legal and financial consulting expenses; and

RESOLVED FURTHER, that these resolutions shall take effect from and after their adoption by the Board.

Certificate of Secretary

The undersigned certifies that the undersigned is the duly appointed and acting Secretary of Magnolia Properties Management, Inc. (the "Corporation"), a California nonprofit public benefit corporation, that the foregoing Resolutions were duly adopted by a majority vote of the members of the Board of Directors (the "Board") of the Corporation present at a meeting of the Board duly held on February ___, 2026, in compliance with the bylaws of the Corporation, and that a quorum of the Board was in attendance at the meeting at the time the resolutions were adopted.

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation as of the _____ day of February 2026.

_____

Patrick Ontiveros
Secretary

Schedule 1

Officers

Alfredo Rubalcava	Chief Executive Officer
Patrick Ontiveros	Secretary
Erdinc Acar	Deputy Superintendent and Acting Chief Financial Officer

Schedule 2

Primary Transaction Documents

Bonds

Bond Purchase Agreement.

2026 Loan Agreement.

2026 Bond Indenture.

Master Indenture.

Supplemental MTI for Obligation No. 2.

Obligation No. 2 (as defined in the Supplemental MTI for Obligation No. 2).

2026 MSA-5 School Loan Agreement.

Supplement to Deed of Trust.

Security Agreement executed by Santa Ana LLC.

Subordination, Non-Disturbance and Attornment Agreement relating to the Lease between Sherman Way LLC and MERF.

Program Agreement.

Preliminary Limited Offering Memorandum.

Limited Offering Memorandum.

Continuing Disclosure Agreement.

Tax Certificate.

Intercept Notices.

Investment Advisory Documents.

PRELIMINARY LIMITED OFFERING MEMORANDUM DATED FEBRUARY __, 2026

This Preliminary Limited Offering Memorandum and the information contained herein are subject to completion or amendment. These securities may not be sold, nor may offers to buy them be accepted, prior to the time of formal award by the issuer. Under no circumstances shall this Preliminary Limited Offering Memorandum constitute an offer to sell or the solicitation of an offer to buy, nor shall there be any sale of, these securities in any jurisdiction in which such offer, solicitation or sale would be unlawful.

NEW ISSUES—FULL BOOK-ENTRY

Rating: MOODY'S: "_____"
See "RATING" herein

In the opinion of Orrick, Herrington & Sutcliffe LLP, Bond Counsel to the Authority, based upon an analysis of existing laws, regulations, rulings and court decisions and assuming, among other matters, the accuracy of certain representations and compliance with certain covenants, interest on the Tax-Exempt Bonds is excluded from gross income for federal income tax purposes under Section 103 of the Internal Revenue Code of 1986 (the "Code"). In the further opinion of Bond Counsel, interest on the Tax-Exempt Bonds is not a specific preference item for purposes of the federal individual alternative minimum tax. Bond Counsel observes that interest on the Tax-Exempt Bonds included in adjusted financial statement income of certain corporations is not excluded from the federal corporate alternative minimum tax. Bond Counsel observes that interest on the Taxable Bonds is not excluded from gross income for federal income tax purposes pursuant to Section 103 of the Code. Bond Counsel is also of the opinion that interest on the Bonds is exempt from State of California personal income taxes. Bond Counsel expresses no opinion regarding any other tax consequences related to the ownership or disposition of, or the amount, accrual or receipt of interest on, the Bonds. See "TAX MATTERS."

MAGNOLIA PUBLIC SCHOOLS

$_____* CALIFORNIA SCHOOL FINANCE AUTHORITY CHARTER SCHOOL REVENUE BONDS (MAGNOLIA PUBLIC SCHOOLS – OBLIGATED GROUP), SERIES 2026A

$_____* CALIFORNIA SCHOOL FINANCE AUTHORITY CHARTER SCHOOL REVENUE BONDS (MAGNOLIA PUBLIC SCHOOLS – OBLIGATED GROUP), SERIES 2026B (TAXABLE)

Dated: Date of Delivery **Due: July 1 as shown on inside cover**

This cover page contains information for general reference only. It is not intended as a summary of these issues. Investors must read the entire Limited Offering Memorandum to obtain information essential to making an informed investment decision.

The California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026A, in the aggregate principal amount of $_____* (the "Series 2026A Bonds" or the "Tax-Exempt Bonds") and the California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026B (Taxable), in the aggregate principal amount of $_____* (the "Series 2026B Bonds" or the "Taxable Bonds" and, together with the Series 2026A Bonds, the "Bonds") will be issued by the California School Finance Authority (the "Authority") pursuant to an Indenture, dated as of March 1, 2026 (the "Bond Indenture"), by and between the Authority and UMB Bank, National Association, as trustee (the "Trustee"). The Authority will loan the proceeds of the Bonds to Magnolia Properties Management, Inc., a California nonprofit public benefit corporation (the "Borrower"), pursuant to a Loan Agreement, dated as of March 1, 2026 (the "Loan Agreement"), by and between the Authority and the Borrower and accepted by the Members (as defined herein) each of which is a California limited liability company the sole member of which is the Borrower. The Bonds and the interest thereon are payable solely out of certain revenues and income received by the Authority or the Trustee pursuant to the Loan Agreement and Obligation No. 2 relating to the Bonds ("Obligation No. 2") issued by the Borrower in an amount equal to the aggregate principal amount of the Bonds pursuant to a Master Indenture of Trust, dated as of April 1, 2025 (the "Master Indenture"), as supplemented, including by a Supplemental Master Indenture for Obligation No. 2, dated as of March 1, 2026 (the "Second Supplemental Master Indenture"), by and between the Borrower, as representative of the Obligated Group, and UMB Bank, National Association, as master trustee thereunder (the "Master Trustee").

The proceeds of the Bonds will be used to: (i) finance and/or refinance a portion of the costs of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and/or equipping of certain public charter school facilities (as further defined herein, the "MSA-5 Facility"); (ii) fund a portion of a debt service reserve account; and (iii) pay the costs of issuance of the Bonds. See "ESTIMATED SOURCES AND USES OF FUNDS" and "THE PROJECT" herein. An additional deposit to a debt service reserve account for the Bonds in an amount of $_____* is expected to be funded by proceeds of a grant pursuant to the Authority's Charter School Facilities Credit Enhancement Program. The combined deposits to the debt service reserve account will be equal to the maximum annual debt service on the Bonds.* In connection with the issuance of the Bonds, Magnolia Educational & Research Foundation ("MERF" or the "Lessee"), a California nonprofit public benefit corporation and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), will enter into a Loan Agreement, dated as of March 1, 2026 (the "Series 2026 School Loan Agreement"), pursuant to which proceeds of the Bonds will be loaned to MERF for purposes of the Project (as defined herein).

The Bonds are limited obligations of the Authority payable from Payments received under the Bond Indenture (including amounts payable under the Series 2026 Leases) and other amounts held in the funds established by the Bond Indenture (except the Rebate Fund) and payments to be made pursuant to Obligation No. 2. The obligations of the Borrower under the Loan Agreement are payable from the Gross Revenues (as defined herein) of the Obligated Group, or from any other legally available funds of the Borrower, required to be deposited with the Trustee pursuant to the Loan Agreement.

Interest on the Bonds will be payable semiannually on each January 1 and July 1, commencing July 1, 2026. The Bonds are being issued as fully registered bonds and initially will be registered in the name of Cede & Co., as nominee for The Depository Trust Company ("DTC"). DTC will act as securities depository for the Bonds. Purchases of beneficial interests in the Bonds will be made in book-entry-only form (without physical certificates) in initial minimum denominations of $25,000 and any integral multiple of $5,000 in excess thereof. For so long as DTC or its nominee, Cede & Co., is the registered owner of the Bonds, (i) payments of the principal of and premium, if any, and interest on such Bonds will be made directly to Cede & Co. for payment to DTC participants for subsequent disbursement to the beneficial owners, and (ii) all notices, including any notice of redemption will be mailed only to Cede & Co. See "APPENDIX G – BOOK-ENTRY SYSTEM" herein.

The Bonds are subject to optional, mandatory and extraordinary redemption prior to maturity as described under "THE BONDS – Redemption" herein.

THE PURCHASE AND HOLDING OF THE BONDS INVOLVE RISKS THAT MAY NOT BE APPROPRIATE FOR CERTAIN INVESTORS. THE BONDS ARE TO BE OFFERED AND SOLD (INCLUDING IN SECONDARY MARKET TRANSACTIONS) ONLY TO "QUALIFIED INSTITUTIONAL BUYERS" OR "ACCREDITED INVESTORS" (EACH AS DEFINED HEREIN). See "NOTICE TO INVESTORS" and "TRANSFER RESTRICTIONS" herein.

THE BONDS ARE NOT AND SHALL NOT BE DEEMED TO CONSTITUTE A DEBT OR LIABILITY OF THE STATE OF CALIFORNIA (THE "STATE") OR OF ANY POLITICAL SUBDIVISION THEREOF, OTHER THAN THE AUTHORITY, AND ARE NOT AND SHALL NOT BE DEEMED TO BE A PLEDGE OF THE FAITH AND CREDIT OF THE STATE, OR OF ANY POLITICAL SUBDIVISION THEREOF, BUT SHALL BE PAYABLE SOLELY FROM THE FUNDS PROVIDED THEREFOR UNDER THE BOND INDENTURE. NEITHER THE STATE NOR THE AUTHORITY SHALL BE OBLIGATED TO PAY THE PRINCIPAL OF THE BONDS, OR THE REDEMPTION PREMIUM, IF ANY, OR INTEREST THEREON, EXCEPT FROM THE FUNDS PROVIDED THEREFOR UNDER THE BOND INDENTURE. THE ISSUANCE OF THE BONDS SHALL NOT DIRECTLY, INDIRECTLY OR CONTINGENTLY OBLIGATE THE STATE OR ANY POLITICAL SUBDIVISION THEREOF TO LEVY OR TO PLEDGE ANY FORM OF TAXATION OR TO MAKE ANY APPROPRIATION FOR THEIR PAYMENT. THE AUTHORITY HAS NO TAXING POWER. NOTHING IN THE BOND INDENTURE, THE ACT OR OTHERWISE IS AN UNDERTAKING BY THE AUTHORITY OR THE STATE OR ANY POLITICAL SUBDIVISION THEREOF TO FUND THE TRANSFERS DESCRIBED IN THE INTERCEPT NOTICES (DEFINED HEREIN) OR TO MAKE FUNDS AVAILABLE TO THE SERIES 2026 SCHOOLS IN ANY AMOUNT OR AT ANY TIME.

The Authority furnished only the information contained under the captions "THE AUTHORITY" and "ABSENCE OF MATERIAL LITIGATION – The Authority." The Authority also confirmed the data in the table under the caption "STATE FUNDING OF EDUCATION – Allocation of State Funding to Charter Schools – Charter School Facility Grant Program Funding" and, except for such information, makes no representation as to the adequacy, completeness or accuracy of this Limited Offering Memorandum or the information contained herein. None of the Authority, the State or any of their respective independent contractors have furnished, reviewed, investigated or verified any other information contained in this Limited Offering Memorandum. The Authority does not, and will not in the future, monitor the financial condition of the Borrower or the Lessee.

The Bonds are offered when, as and if issued by the Authority and received by the Underwriter, subject to prior sale, modification or withdrawal of the offer without notice, and subject to the approval of legality by Orrick, Herrington & Sutcliffe LLP, Bond Counsel to the Authority, the approval of certain matters for the Authority by the Honorable Rob Bonta, Attorney General of the State of California, the approval of certain matters for the Underwriter by Stradling Yocca Carlson & Rauth, a Professional Corporation, as Underwriter's Counsel and the approval of certain matters for the Borrower and relating to the Series 2026 Schools by Musick, Peeler & Garrett LLP, Los Angeles, California. It is expected that the Bonds in definitive form will be available for delivery through the facilities of The Depository Trust Company in New York, New York, on or about March __, 2026.*

Honorable Fiona Ma
Treasurer of the State of California
as Agent for Sale

[Stifel logo]

Dated: March __, 2026

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* Preliminary, subject to change.

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MATURITY SCHEDULE*

$_____[1*]
CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(MAGNOLIA PUBLIC SCHOOLS – OBLIGATED GROUP),
SERIES 2026A

$_____ _____% Term Bonds Priced to Yield _____%[2] due July 1, 20__ CUSIP _____ [(31)]

$_____* _____% Term Bonds Priced to Yield _____% due July 1, 20__ CUSIP _____ [(1)]

$_____*
CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(MAGNOLIA PUBLIC SCHOOLS – OBLIGATED GROUP),
SERIES 2026B (TAXABLE)

$_____* _____% Term Bonds Priced to Yield _____% due July 1, 20__ CUSIP _____ [(1)]

[1*] Preliminary, subject to change.
[2] Yield to call at par on August 1, 20__.
[3(1)] CUSIP is a registered trademark of the American Bankers Association. CUSIP data herein is provided by CUSIP Global Services, managed by FactSet Research Systems Inc. on behalf of the American Bankers Association. These data are not intended to create a database and do not serve in any way as a substitute for the CUSIP Services. None of the Authority, the Borrower, the Underwriter or their agents or counsel assume responsibility for the accuracy of such numbers.

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This Limited Offering Memorandum does not constitute an offer to sell the Bonds or the solicitation of an offer to buy, nor shall there be any sale of the Bonds by any person in any state or other jurisdiction to any person to whom it is unlawful to make such offer, solicitation or sale in such state or jurisdiction. No dealer, salesperson or any other person has been authorized to give any information or to make any representation other than those contained herein in connection with the offering of the Bonds, and, if given or made, such information or representation must not be relied upon.

The Authority furnished only the information contained under the captions "THE AUTHORITY" and "ABSENCE OF MATERIAL LITIGATION – The Authority." The Authority also confirmed the data in the table under the caption "STATE FUNDING OF EDUCATION – Allocation of State Funding to Charter Schools – Charter School Facility Grant Program Funding" and, except for such information, makes no representation as to the adequacy, completeness or accuracy of this Limited Offering Memorandum or the information contained herein. None of the Authority, the State or any of their respective independent contractors have furnished, reviewed, investigated or verified any other information contained in this Limited Offering Memorandum. The Authority does not, and will not in the future, monitor the financial condition of the Borrower or the Lessee.

The information and expressions of opinion herein are subject to change without notice, and neither the delivery of this Limited Offering Memorandum, nor any sale made hereunder, shall under any circumstances create any implication that there has been no change in the affairs of the Authority, The Depository Trust Company or the Borrower since the date hereof.

Investors must read this entire Limited Offering Memorandum to obtain information essential to the making of an informed investment decision, and should give particular attention to the material under the caption "CERTAIN RISK FACTORS." No one factor should be considered more or less important than any other by reason of its position in this Limited Offering Memorandum. Where statutes, ordinances, reports or other documents are referred to in this Limited Offering Memorandum, reference should be made to those documents for more complete information regarding their subject matter.

The Underwriter has provided the following sentence for inclusion in this Limited Offering Memorandum. The Underwriter has reviewed the information in this Limited Offering Memorandum in accordance with, and as part of, its responsibilities to investors under the federal securities laws as applied to the facts and circumstances of these transactions, but the Underwriter does not guarantee the accuracy or completeness of this information.

IN CONNECTION WITH THE OFFERING OF THE BONDS, THE UNDERWRITER MAY OVER-ALLOT OR EFFECT TRANSACTIONS WHICH STABILIZE OR MAINTAIN THE MARKET PRICE OF THE BONDS OFFERED HEREBY AT LEVELS ABOVE THOSE WHICH MIGHT OTHERWISE PREVAIL IN THE OPEN MARKET. SUCH STABILIZING, IF COMMENCED, MAY BE DISCONTINUED AT ANY TIME.

CAUTIONARY STATEMENTS REGARDING FORWARD-LOOKING STATEMENTS IN THIS LIMITED OFFERING MEMORANDUM

Certain statements included or incorporated by reference in this Limited Offering Memorandum constitute "forward-looking statements." Such statements generally are identifiable by the terminology used such as "plan," "expect," "estimate," "budget" or other similar words. Such forward-looking statements include but are not limited to certain statements contained in the information under the headings "CERTAIN RISK FACTORS," "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" in this Limited Offering Memorandum. The achievement of certain results or other expectations contained in such forward-looking statements involve known and unknown risks, uncertainties and other factors that may cause actual results, performance or achievements described to be materially different from any future results, performance or achievements expressed or implied by such forward-looking statements. Neither the Borrower nor MERF plans to issue any updates or revisions to those forward-looking statements if or when its expectations or events, conditions or circumstances on which such statements are based occur.

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NOTICE TO INVESTORS

The Bonds are to be offered and sold (including in secondary market transactions) only to Qualified Institutional Buyers or Accredited Investors (each as defined herein). The Bond Indenture under which the Bonds will be issued contains provisions limiting transfers of the Bonds and beneficial ownership interests in the Bonds only to Qualified Institutional Buyers or Accredited Investors. In addition, the face of each Bond will contain a legend indicating that it is subject to transfer restrictions as set forth in the Bond Indenture.

Each purchaser of any Bond or ownership interest therein will be deemed to have acknowledged, represented, warranted, and agreed with and to the Authority, the Borrower, the Underwriter and the Trustee as follows:

1. That the Bonds are payable solely from certain revenues derived by the Authority under the Loan Agreement from amounts received by the Trustee pursuant to the Intercepts (as defined herein), and from certain funds and accounts established and maintained pursuant to the Bond Indenture;

2. That it is a Qualified Institutional Buyer or an Accredited Investor and that it is purchasing the Bonds for its own account and not with a view to, or for offer or sale in connection with any distribution thereof in violation of the Securities Act of 1933, as amended (the "Securities Act") or other applicable securities laws;

3. That the Bonds (a) have not been registered under the Securities Act and are not registered or otherwise qualified for sale under the "blue sky" laws and regulations of any state, (b) will not be listed on any stock or other securities exchange, and (c) may not be readily marketable;

4. That none of the Authority or any of its Board members, officers or employees takes any responsibility for, and the purchaser is not relying upon any such parties with respect to the information appearing anywhere in this Limited Offering Memorandum, other than the information under the headings "THE AUTHORITY," and "ABSENCE OF MATERIAL LITIGATION – The Authority" (collectively, the "Authority's Portion" of the Limited Offering Memorandum) and that none of such parties have participated in the preparation of this Limited Offering Memorandum;

5. That the Bonds and beneficial ownership interests therein may only be transferred to Qualified Institutional Buyers or Accredited Investors; and

6. That the Authority, the Borrower, MERF, the Trustee, the Underwriter and others will rely upon the truth and accuracy of the foregoing acknowledgments, representations and agreements.

Subsequent transferees of the Bonds are limited only to "Qualified Institutional Buyers" or "Accredited Investors." Each subsequent transferee of the Bonds will be deemed to have represented and warranted that it (i) is a Qualified Institutional Buyer or Accredited Investor, as applicable, and (ii) is acquiring such Bond for its own account or for the account of Qualified Institutional Buyer or an Accredited Investor, as the case may be, and not with a view to the further distribution thereof, though it may expressly reserve the right to re-sell such Bond.

See "TRANSFER RESTRICTIONS" herein.

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**$_____*
CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(MAGNOLIA PUBLIC SCHOOLS – OBLIGATED GROUP),
SERIES 2026A**

**$_____*
CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(MAGNOLIA PUBLIC SCHOOLS – OBLIGATED GROUP),
SERIES 2026B (TAXABLE)**

INTRODUCTION

General

This Limited Offering Memorandum, including the cover page, the inside cover page, and Appendices hereto (the "Limited Offering Memorandum"), is provided to furnish information with respect to the sale and delivery of the California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026A, in the aggregate principal amount of $_____* (the "Series 2026A Bonds" or the "Tax-Exempt Bonds") and the California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026B (Taxable), in the aggregate principal amount of $_____[4] (the "Series 2026B Bonds" or the "Taxable Bonds" and, together with the Series 2026A Bonds, the "Bonds") issued by the California School Finance Authority (the "Authority").

Background

Magnolia Educational & Research Foundation ("MERF") is a California nonprofit public benefit corporation and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"). MERF holds the charters for ten public charter schools in southern California. Proceeds of the Bonds will be used to finance a portion of the costs of certain charter school facilities for the use of Magnolia Science Academy 5, a public charter school operated by MERF.

Key Defined Terms

The following table presents selected terms used and defined herein.

Defined Term	Meaning
"Authority"	California School Finance Authority.
"MERF"	Magnolia Educational & Research Foundation ("MERF") is a California nonprofit public benefit corporation and an organization described in Section 501(c)(3) of the Code.
"Borrower"	Magnolia Properties Management, Inc., a California nonprofit public benefit corporation and an organization described in Section 501(c)(3) of the Code.
"Bond Indenture"	The Indenture, dated as of March 1, 2026, by and between the Authority and the Trustee pursuant to which the Bonds are issued.
"Facilities"	The MSA-5 Facility and each of the Series 2025 Facilities, as described herein.
"Trustee"	UMB Bank, National Association, Los Angeles, California, as trustee under the Note Indenture.
"Loan Agreement"	The Loan Agreement, dated as of March 1, 2026, by and between the Authority and the Borrower, relating to the loan of the proceeds of the Bonds to the Borrower.

[4] Preliminary, subject to change.

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Defined Term	Meaning
"Member"	Each of MPM Sherman Way LLC ("MPM Sherman Way"), MPM San Diego LLC ("MPM San Diego"), and MPM Santa Ana LLC ("MPM Santa Ana"), as Members of the Obligated Group.
MSA-5 Facility	That certain public charter school facility located or to be located at 7111 Winnetka Avenue, Winnetka, California, as more particularly described herein.
"Series 2026 School Loan Agreement"	The Loan Agreement, dated as of March 1, 2026, by and between MPM Santa Ana, as lender, and MERF, as borrower, relating to the MSA-5 Facility.
"Series 2025 Facilities"	Each of the MSA-1 Facilities, the MSA-SD Facilities, and the MSA-SA Facilities, each as more particularly described herein.
"Series 2025 Leases"	Each of (i) the Lease Agreement, dated April 1, 2025, by and between MPM Sherman Way and MERF with respect to the MSA-1 Facilities, and (ii) the Lease Agreement, dated April 1, 2025, by and between MPM San Diego and MERF with respect to the MSA-SD Facilities.
"Series 2025 School Loan Agreement"	The Loan Agreement, dated as of April 1, 2025, by and between MPM Santa Ana, as lender, and MERF, as borrower.
"Series 2026 Schools"	The following public charter schools operated by MERF: Magnolia Science Academy 1; Magnolia Science Academy San Diego; Magnolia Science Academy Santa Ana; and Magnolia Science Academy 5.
"Magnolia Schools"	All of the public charter schools operated by MERF, which currently number ten.

The Bonds

The Bonds will be issued pursuant to Chapter 18 (commencing with Section 17170) of Part 10 of Division 1 of Title 1 of the Education Code of the State of California (the "Act") and a Bond Indenture, dated as of March 1, 2026 (the "Bond Indenture"), by and between the Authority and UMB Bank, National Association, as trustee (the "Trustee"). Interest on the Bonds will be payable on January 1 and July 1 of each year, commencing July 1, 2026 (each such date, an "Interest Payment Date"). The Bonds will be subject to optional, mandatory and extraordinary redemption prior to maturity as described under the heading "THE BONDS – Redemption" herein. The proceeds of the Bonds will be loaned to Magnolia Properties Management, Inc., a California nonprofit public benefit corporation (the "Borrower"), pursuant to a Loan Agreement, dated as of March 1, 2026 (the "Loan Agreement"), by and between the Authority and the Borrower and accepted and acknowledged by MPM Santa Ana LLC ("MPM Santa Ana").

The Borrower was formed as a supporting organization for MERF, and the members of the Borrower's board of directors are appointed by the directors of MERF. Each of MPM Sherman Way, MPM San Diego and MPM Santa Ana is a California limited liability company, the sole member of which is the Borrower. For information regarding the MERF and the Borrower generally, see "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" attached hereto.

The Bonds and the interest thereon are payable solely out of certain revenues and income received by the Authority or the Trustee pursuant to the Loan Agreement and Obligation No. 2 relating to the Bonds ("Obligation No. 2") issued by the Borrower in an amount equal to the aggregate principal amount of the Bonds pursuant to a Master Indenture of Trust, dated as of April 1, 2025 (the "Master Indenture"), as

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supplemented by a Supplemental Master Indenture for Obligation No. 1, dated as of April 1, 2025 (the "First Supplemental Master Indenture"), and a Supplemental Master Indenture for Obligation No. 2, dated as of March 1, 2026 (the "Second Supplemental Master Indenture"), each by and between the Borrower, as representative of the Obligated Group, UMB Bank, National Association, as master trustee thereunder (the "Master Trustee"). The Members of the Obligated Group (each, a "Member") are MPM Sherman Way, MPM San Diego and MPM Santa Ana. See "THE BONDS" herein.

The facilities financed or refinanced with proceeds of the Bonds will be used by Magnolia Educational & Research Foundation ("MERF" or the "Lessee"), a California nonprofit public benefit corporation and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code") for the operation of public charter schools. MERF will make payments to or at the direction of MPM Santa Ana pursuant to the Series 2026 School Loan Agreement (each as defined herein). For information regarding MERF generally, see "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" attached hereto. For information regarding the facilities to be refinanced with proceeds of the Bonds, see "THE PROJECT" herein.

The Bonds will be issued in initial minimum denominations of $25,000 and any integral multiple of $5,000 in excess thereof, in fully registered form only and, when issued, will be registered in the name of Cede & Co., as nominee of The Depository Trust Company ("DTC"). Beneficial ownership interests in the Bonds are to be sold (including secondary market transactions) only to Qualified Institutional Buyers or Accredited Investors. Pursuant to the Bond Indenture, "Qualified Institutional Buyer" means a "qualified institutional buyer" as defined in Rule 144A promulgated under the Securities Act. Pursuant to the Bond Indenture, Accredited Investor means an "accredited investor" as defined in Regulation D promulgated under the Securities Act. The Bond Indenture and the Bonds contain provisions limiting transfers of the Bonds and beneficial ownership interests in the Bonds to Qualified Institutional Buyers or Accredited Investors. The face of each Bond will contain a legend indicating that such Bond is subject to the transfer restrictions set forth in the Bond Indenture. See "TRANSFER RESTRICTIONS" and "CERTAIN RISK FACTORS – Purchases and Transfers of Bonds Restricted to Qualified Institutional Buyers and Accredited Investors" herein.

Authority for Issuance

The Bonds will be issued by the Authority pursuant to the Act, a resolution of the Authority, and the Bond Indenture. See "THE AUTHORITY."

Use of Proceeds

The proceeds of the Bonds will be used to (i) finance and/or refinance a portion of the costs of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and/or equipping of certain public charter school facilities located or to be located at 7111 Winnetka Avenue, in Winnetka, California 91306 (the "MSA-5 Facility"); (ii) fund a portion of a debt service reserve account; and (iii) pay the costs of issuance of the Bonds. An additional deposit in an amount of $_____[5] to the debt service reserve account for the Bonds is expected to be funded by proceeds of a grant pursuant to the Authority's Charter School Facilities Credit Enhancement Program. The combined deposits to the debt service reserve account will be equal to the maximum annual debt service on the Bonds.* See "ESTIMATED SOURCES AND USES OF FUNDS," "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS – Bond Indenture – Revenue Fund – Reserve Account" and "THE PROJECT" herein. A portion of the costs of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and/or equipping of the MSA-5 Facility is being financed through grants and loans obtained through the State's Charter School Facilities Program, and through proceeds of the Authority's Charter Schol Grant Anticipation Notes (Magnolia Public Schools) Series 2025. See "INTRODUCTION – Grant Anticipation Note Financing."

[5] Preliminary, subject to change.

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The MSA-5 Facility is to be used by MERF for the operation of MSA-5.

Security for the Bonds

The Bonds and the interest thereon are payable solely out of certain revenues and income received by the Authority or the Trustee pursuant to the Loan Agreement, the Intercepts (as defined below), and Obligation No. 2 issued by the Borrower in an amount equal to the aggregate principal amount of the Bonds pursuant to the Master Indenture, as supplemented by the Second Supplemental Master Indenture, each by and between the Borrower, as representative of the Obligated Group, the Members and the Master Trustee.

Pursuant to and to the extent described in the Bond Indenture, the Authority assigns to the Trustee certain of the Authority's rights under the Loan Agreement, including the right to receive payments thereunder, but excluding any deposits to the Rebate Fund. Pursuant to the Loan Agreement, the Borrower certifies that it will instruct or cause the Members to cause MERF (i) to make payments of Rent under the applicable Series 2025 Leases directly to the Master Trustee for deposit in the Gross Revenue Fund, except to the extent the applicable Rent is paid through the Intercepts (as defined herein), and (ii) to make loan repayments under the MSA-SA Loan Agreement directly to the Master Trustee for deposit in the Gross Revenue Fund, except to the extent the applicable loan repayments are paid through an Intercept.

Payment of management fees to third parties by MERF will be subordinated to the obligation to pay (i) Rent under the Series 2025 Leases and (ii) loan repayments under the MSA-SA Loan Agreement. See "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS" and "THE LEASES AND SCHOOL LOAN AGREEMENTS – Payment of Rent Under Series 2025 Leases" herein. In addition, pursuant to the Mortgage (as defined herein), MPM Sherman Way grants to the Master Trustee a first priority lien on its fee interest on the MSA-1 Facilities. See "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS" herein. Pursuant to a Security Agreement by and between MPM San Diego and the Master Trustee, MPM San Diego will grant the Master Trustee a security interest in the modular buildings that constitute the MSA-SD Facilities and in its interest in the MSA-SD Lease. Pursuant to a Security Agreement by and between MPM Santa Ana and the Master Trustee, MPM Santa Ana will grant the Master Trustee a security interest in its interest in the Series 2025 School Loan Agreement.

Parity Obligations; Prior Bonds. Obligation No. 2 is payable on parity with Obligation No. 1 previously issued pursuant to the Master Indenture in the aggregate principal amount of $_____ issued pursuant to the Master Indenture, as supplemented by the First Supplemental Master Indenture. See "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS – The Master Indenture – Joint and Several Obligations of the Obligated Group but not MERF" and "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS – The Master Indenture – Cross-Collateralization; Extraordinary Monthly Rent."

Obligation No. 1 was issued in connection with the California School Finance Authority Charter School Revenue Refunding Bonds (Magnolia Public Schools – Obligated Group) Series 2025A and Series 2025B (Taxable) (collectively, the "Prior Bonds"), of which an aggregate principal amount of $_____ is currently outstanding, issued by the Authority pursuant to an Indenture, dated as of April 1, 2025 (the "Series 2025 Indenture"), by and between the Authority and UMB Bank, National Association, as trustee thereunder. Proceeds of the Prior Bonds were loaned to the Borrower pursuant to a Loan Agreement, dated as of April 1, 2025 (the "Series 2025 Loan Agreement"), by and between the Authority and the Borrower, and acknowledged by MPM Sherman Way, MPM San Diego and MPM Santa Ana.

A portion of the proceeds of the Prior Bonds were used to (i) finance and/or refinance a portion of the costs of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and/or equipping of certain public charter school facilities (a) located at 18220, 18224, and 18238 Sherman Way in Reseda, California 91335 (the "MSA-1 Main Campus"), (b) located at 6525 Estrella Avenue, San Diego, California 92120 (the "MSA-SD Facilities"), (c) located at 2840 West 1st Street, Santa Ana, California 92703 (the "MSA-SA Facilities"), and (d) located at 18242-18244 Sherman Way, Reseda, California 91335 (the

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"MSA-1 Gym" and, together with the MSA-1 Main Campus, the "MSA-1 Facilities"); (ii) refinance all or a portion of a loan issued in connection with the MSA-1 Gym.

MPM Sherman Way leases the MSA-1 Facilities to MERF pursuant to a Lease Agreement, dated April 1, 2025 (the "MSA-1 Facilities Lease"). MPM San Diego leases the MSA-SD Facilities to MERF pursuant to a Lease Agreement, dated April 1, 2025 (the "MSA-SD Facilities Lease" and, collectively with the MSA-1 Facilities Lease, the "Series 2025 Leases"). MPM Santa Ana has loaned certain proceeds of the Bonds to MERF pursuant to a Loan Agreement, dated April 1, 2025 (the "Series 2025 School Loan Agreement" and, together with the Series 2026 School Loan Agreement, the "School Loan Agreements").

The MSA-1 Facilities are used by MERF for the operation of Magnolia Science Academy 1 ("MSA-1"). The MSA-SD Facilities are used by MERF for the operation of Magnolia Science Academy – San Diego ("MSA-SD"). The MSA-SA Facilities are used by MERF for the operation of Magnolia Science Academy – Santa Ana ("MSA-SA" and, together with MSA-1 MSA-SD and MSA-5, the "Series 2026 Schools").

The MSA-1 Facilities, the MSA-SD Facilities, and the MSA-SA Facilities are referred to herein as the "Prior Facilities" and, together with the MSA-5 Facility, the "Facilities."

State Intercept Program. As additional security for the Bonds, in connection with the issuance of the Bonds, MERF will provide instructions to the State Controller's Office (the "State Controller") to make apportionments (an "Intercept") to the Trustee with respect to MSA-5, in amounts and on dates provided in a written notice (the "Intercept Notice") which amounts are expected to be sufficient in the aggregate to repay the Bonds and pay necessary and incidental costs. Funds received by the Trustee pursuant to the Intercept will be held in trust and will be disbursed, allocated and applied solely for the uses and purposes set forth in the Bond Indenture, including if necessary, the payment of debt service on the Bonds. Under the laws of the State of California (the "State"), no party, including MERF, the Borrower or any of their respective creditors will have any claim to the money apportioned or to be apportioned to the Trustee by the State Controller pursuant to the Intercepts. Similar Intercepts with respect to each of MSA-1, MSA-SD, and MSA-SA were made in connection with the Prior Bonds. However, the Intercepts relating to MSA-5, MSA-SD and MSA-SA are effectively subordinate to similar intercepts previously implemented and related to the State's Charter School Facilities Program. See "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS," "CERTAIN RISK FACTORS – Charter School Facilities Program Intercepts" herein See also "CERTAIN RISK FACTORS – Bankruptcy" herein.

Limited Obligations. The Bonds are limited obligations of the Authority. The Authority is not obligated to advance any moneys derived from any source other than Payments (as defined below) and other assets pledged under the Bond Indenture, whether for the payment of the principal or redemption price of or interest on the Bonds. See "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS."

For information regarding the Borrower, see APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP attached hereto.

Obligated Group and Related Parties. As noted above, the Borrower was formed as a support organization for MERF. The Borrower is the sole member of each Member of the Obligated Group, and it is the Representative of the Obligated Group, but the Borrower is not itself a Member of the Obligated Group. As of the date of issuance of the Bonds, the only Members of the Obligated Group are MPM Sherman Way, MPM San Diego, and MPM Santa Ana.

The consolidated audited financial statements of MERF and its affiliates for the Fiscal Year ended June 30, 2025, are attached hereto as Appendix B, and they reflect the operations and finances of MERF, the

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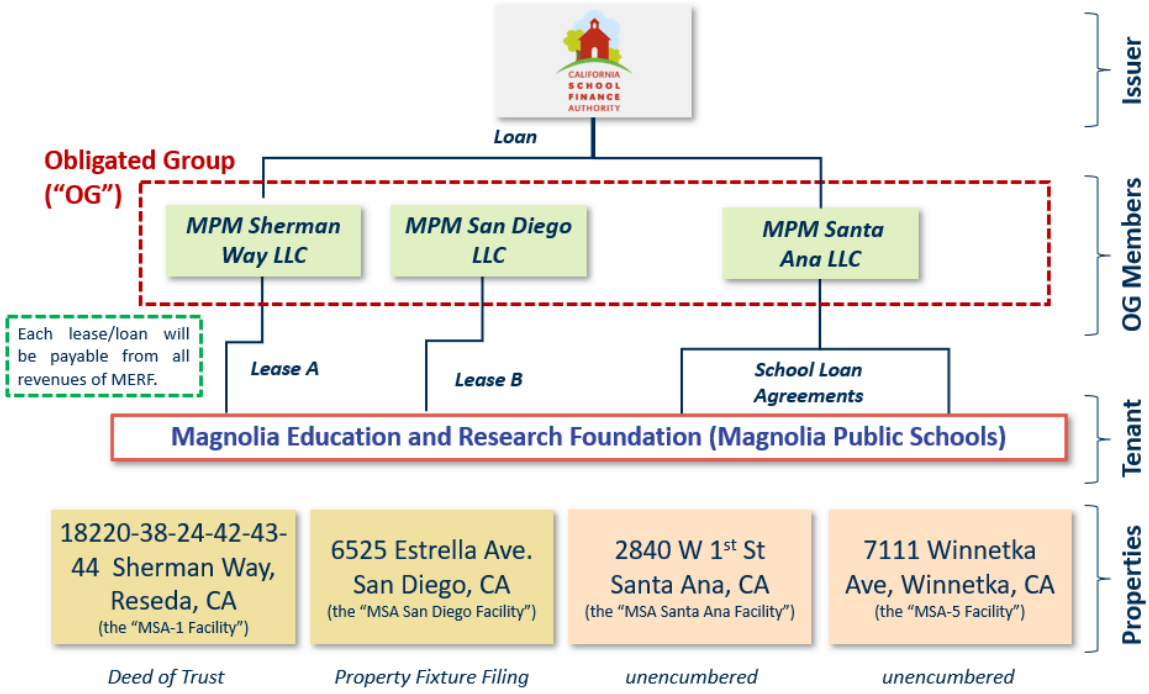
Borrower, and their respective affiliates, including the Members of the Obligated Group, on a consolidated basis.

The following diagram indicates the relationships between the Authority, the Members of the Obligated Group, MERF and the Facilities.



The following table provides an overview of the Series 2026 Schools, the location of the Facilities occupied or to be occupied by each Series 2026 School, and the related Members of the Obligated Group.

School	*Member*	*Facilities*
MSA-5 (Magnolia Science Academy 5)	MPM Santa Ana	MSA-5 Facility at 7111 Winnetka Avenue in Winnetka, CA 91306[(1)]
MSA-1 (Magnolia Science Academy)	MPM Sherman Way	MSA-1 Main Campus at 18220, 18224, and 18238 Sherman Way in Reseda, CA 91335
MSA-SD (Magnolia Science Academy – San Diego)	MPM San Diego	MSA-SD Facilities at 6525 Estrella Avenue, San Diego, CA 92120
MSA-SA (Magnolia Science Academy – Santa Ana)	MPM Santa Ana	MSA-SA Facilities at 2840 West 1st Street, Santa Ana, CA 92703[(2)]
MSA-1 (Magnolia Science Academy)	MPM Sherman Way	MSA-1 Gym at 18242-18244 Sherman Way, Reseda, CA 91335

(1) The MSA-5 Facility will be owned by MERF and largely financed with State funding received under the Charter School Facilities Program. The MSA-5 Facility does not secure MPM Santa Ana's obligations under the Master Indenture and the Obligations issued pursuant thereto. See "CERTAIN RISK FACTORS – No Fee Interest in Certain Facilities."

(2) The MSA-SA Facilities are owned by MERF and were financed with State funding received under the Charter School Facilities Program. The MSA-SA Facilities do not secure MPM Santa Ana's obligations under the Master Indenture and the Obligations issued pursuant thereto. See "CERTAIN RISK FACTORS – No Fee Interest in Certain Facilities."

See " – Facilities" below and "THE PROJECT" herein for more information on the Facilities, and APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE

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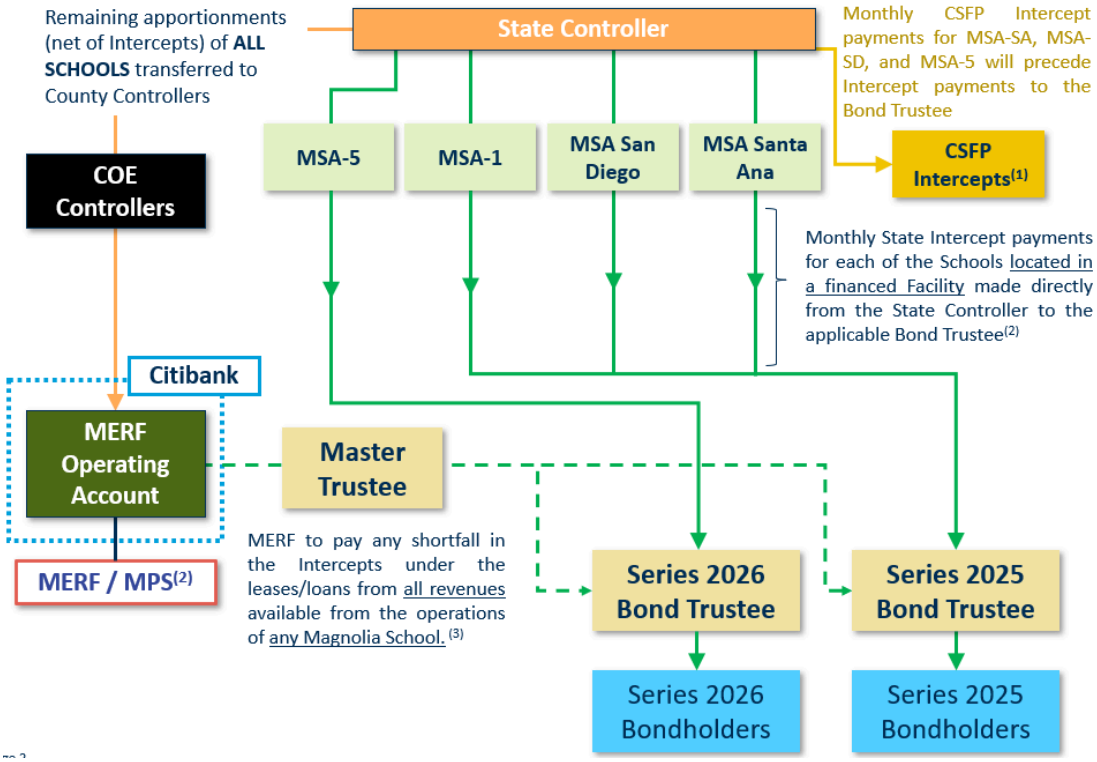
BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP attached hereto for more information on the Schools.

Flow of Funds

The following figure summarizes the sources of payment of Rent and loan repayments, respectively, under the Series 2025 Leases and the School Loan Agreements, and the sources of payment of Loan Repayments due under the Loan Agreement and the Series 2025 Loan Agreement, each representing the source of payment of debt service on the Bonds.

FLOW OF FUNDS



(1) Intercepts for repayment to the State of funding received under the Charter School Facilities Program have been established for both MSA-SA and MSA-SD and will be established for MSA-5. See "CERTAIN RISK FACTORS – Charter School Facilities Program Intercepts" herein.

(2) MERF holds the charters for each of the Series 2026 Schools and serves as the tenant under each Series 2025 Lease and the borrower under each School Loan Agreement. Rent under each Series 2025 Lease, and loan repayments under the School Loan Agreements, are payable from the revenues of MERF, generally. See "THE LEASES AND SCHOOL LOAN AGREEMENTS" herein.

(3) To the extent amounts received by the Trustee pursuant to the Intercepts are insufficient to satisfy MERF's scheduled obligations under (a) the Series 2025 Leases and the Series 2025 School Loan Agreement (which will cover debt service on the Prior Bonds), or (b) the Series 2026 School Loan Agreement (which will cover debt service on the Bonds), MERF will pay any shortfall from all revenues available from the operations of any Magnolia School.

(4) See "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS – The Master Indenture" and "THE LEASES AND SCHOOL LOAN AGREEMENTS" herein.

Facilities

The following table summarizes the Facilities. Note that the fee interest of MPM Sherman Way in the MSA-1 Facilities secures its obligations under the Master Indenture pursuant to a mortgage executed and delivered in connection with the Prior Bonds, while the obligations of MPM San Diego and MPM Santa Ana

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under the Master Indenture are also secured by security agreements executed and delivered in connection with the Prior Bonds. See "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS – Mortgages and Security Agreements."

THE FACILITIES

	Location of Facility	*Description of Facility*[1]
MSA-5 Facility	7111 Winnetka Avenue in Winnetka, California 91306	
MSA-1 Facilities	18220, 18224, 18238 and 18242-18244 Sherman Way, Reseda, California 91335	Grades 6-12 campus comprising an academic building of approximately 57,000 square feet and a gymnasium of approximately 7,500 square feet. Includes 41 classrooms together with related facilities and can accommodate enrollment of up to 925 students.
MSA-SD Facilities[2]	6525 Estrella Avenue, San Diego, California 92120	Grades 6-8 campus comprising approximately 20,500 square feet of building space consisting of modular buildings. Includes 18 classrooms and can accommodate enrollment of up to 450 students.
MSA-SA Facilities[3]	2840 West 1st Street, Santa Ana, California 92703	Transitional Kindergarten through grade 12 campus comprising a total of approximately 57,000 square feet of building space consisting of an academic building and separate gymnasium. Includes 35 classrooms and can accommodate enrollment of up to 750 students.

(1) For more detailed descriptions of the MSA-5 Facility, see "THE PROJECT" herein. MPM Santa Ana does not hold title to land underlying the MSA-5 Facility. MERF holds fee title to such land.
(2) MPM San Diego does not hold title to land underlying the MSA-SD Facilities. MERF has use of such land pursuant to a shared use agreement between MERF and the San Diego Unified School District.
(3) MPM Santa Ana does not hold title to land underlying the MSA-SA Facilities. MERF holds fee title to such land.

Source: The Borrower.

Grant Anticipation Note Financing

On April 17, 2025, the Authority issued its Charter School Grant Anticipation Notes (Magnolia Public Schools) Series 2025 (the "Grant Anticipation Notes"), in the principal amount of $29,500,000 pursuant to that certain Indenture, dated as of April 1, 2025 (the "Note Indenture"), by and between the Authority and UMB Bank, National Association, as trustee (the "Notes Trustee"). The proceeds of the sale of the Grant Anticipation Notes were loaned to the Borrower pursuant to that certain Loan Agreement, dated as of April 1, 2025 (the "Note Loan Agreement"), by and between the Authority and the Borrower, and such proceeds were loaned by the Borrower to MERF pursuant to a loan agreement, dated as of April 1, 2025 (the "Grant Anticipation Note Loan Agreement", in order to finance a portion of the costs of construction of the MSA-5 Facility.

The State Allocation Board has approved a preliminary apportionment for MERF in the amount of $50,832,322 from the State's Charter School Facility Program, for the purpose of financing a portion of the acquisition and construction of the MSA-5 Facility. To date, MERF has received the amount of $13,832,733 in the form of an advance apportionment. Upon satisfaction of the applicable requirements of the Charter School Facility Program, the Lessee expects to receive the remaining amount of the preliminary apportionment, in the amount of $36,999,589 (the "CSFP Award"). Of the total $50,832,322 to be received in respect of the Project, 50% will be in the form of a grant, and the remaining 50% will be in the form of a loan to be repaid to the State over a period of thirty years through the State Intercept Program. See "CERTAIN RISK FACTORS – Charter School Facilities Program Intercepts" and " – Additional Indebtedness and Additional School Indebtedness" herein.

The Grant Anticipation Notes and the interest thereon are payable solely out of certain revenues and income received by the Authority or the trustee for such Grant Anticipation Notes pursuant to the Note Loan Agreement. The Borrower's obligations under the Note Loan Agreement are payable only from certain

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revenues it receives from MERF under the Grant Anticipation Note Loan Agreement, which consist solely of the CSFP Award. The CSFP Award is not a source of revenue for payment of the Bonds, the Borrower's obligations under the Loan Agreement, nor for the obligations of the Members under the Master Indenture or the Obligations issued pursuant thereto. See "APPENDIX E – CHARTER SCHOOL FACILITIES PROGRAM AND AWARD FUNDING."

Redemption

The Bonds will be subject to extraordinary optional redemption, optional redemption, extraordinary mandatory redemption, and mandatory sinking fund redemption as described below under "THE BONDS – Redemption" herein.

Certain Risk Factors

The Bonds may not be a suitable investment for all investors. Prospective purchasers of the Bonds should read this entire Limited Offering Memorandum, including the appendices and the information under the section "CERTAIN RISK FACTORS" before making an investment in the Bonds.

Limited Offering of Bonds

The Bonds are to be offered and sold (including in secondary market transactions) only to Qualified Institutional Buyers or Accredited Investors. The Bond Indenture under which the Bonds will be issued contains provisions limiting transfers of the Bonds and beneficial ownership interests in the Bonds only to Qualified Institutional Buyers or Accredited Investors. In addition, the face of each Bond will contain a legend indicating that it is subject to transfer restrictions as set forth in the Bond Indenture.

Each purchaser of any Bond or ownership interest therein will be deemed to have acknowledged, represented, warranted, and agreed with and to the Authority, the Borrower, the Underwriter and the Trustee as follows:

1. That the Bonds are payable solely from certain revenues derived by the Authority under the Loan Agreement from amounts received by the Trustee pursuant to the Intercepts, and from certain funds and accounts established and maintained pursuant to the Bond Indenture;

2. That it is a Qualified Institutional Buyer or an Accredited Investor and that it is purchasing the Bonds for its own account and not with a view to, or for offer or sale in connection with any distribution thereof in violation of the Securities Act or other applicable securities laws;

3. That the Bonds (a) have not been registered under the Securities Act and are not registered or otherwise qualified for sale under the "blue sky" laws and regulations of any state, (b) will not be listed on any stock or other securities exchange, and (c) may not be readily marketable;

4. That none of the Authority or any of its Board members, officers or employees takes any responsibility for, and the purchaser is not relying upon any such parties with respect to the information appearing anywhere in this Limited Offering Memorandum, other than the information under the headings "THE AUTHORITY," and "ABSENCE OF MATERIAL LITIGATION – The Authority," and that none of such parties have participated in the preparation of this Limited Offering Memorandum;

5. That the Bonds and beneficial ownership interests therein may only be transferred to Qualified Institutional Buyers or Accredited Investors; and

6. That the Authority, the Borrower, MERF, the Trustee, the Underwriter and others will rely upon the truth and accuracy of the foregoing acknowledgments, representations and agreements.

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Subsequent transferees of the Bonds are limited only to "Qualified Institutional Buyers" or "Accredited Investors." Each subsequent transferee of the Bonds will be deemed to have represented and warranted that it (i) is a Qualified Institutional Buyer or Accredited Investor, as applicable, and (ii) is acquiring such Bond for its own account or for the account of Qualified Institutional Buyer or an Accredited Investor, as the case may be, and not with a view to the further distribution thereof, though it may expressly reserve the right to re-sell such Bond.

See "TRANSFER RESTRICTIONS" herein.

Miscellaneous

This Limited Offering Memorandum contains brief descriptions of, among other things, the Bonds, the Bond Indenture, the Loan Agreement, the Series 2025 Leases, the Master Indenture, the Second Supplemental Master Indenture, Obligation No. 2, the Borrower, the Members and the Schools. All references in this Limited Offering Memorandum to documents are qualified in their entirety by reference to such documents, and references to the Bonds are qualified in their entirety by reference to the form of the Bonds included in the Bond Indenture. MERF maintains a website and social media accounts providing additional information about itself and its operations. The information on such website and such social media accounts is not included as part of, or incorporated by any reference in, this Limited Offering Memorandum. Any capitalized terms in this Limited Offering Memorandum that are not defined herein will have such meaning as given to them in the Bond Indenture.

THE AUTHORITY

The Authority is a public instrumentality of the State of California created pursuant to provisions of the Act. The Authority is authorized to issue the Bonds under the Act and to make the loan contemplated by the Loan Agreement and to secure the Bonds by a pledge of the Payments and certain other funds and accounts as provided in the Bond Indenture.

THE BONDS

The following is a summary of certain provisions of the Bonds. Reference is made to the Bonds for the complete text thereof and to the Bond Indenture for all of the provisions relating to the Bonds. The discussion herein is qualified by such reference.

General

The Bonds are being issued pursuant to the Bond Indenture in the aggregate principal amount set forth on the cover of this Limited Offering Memorandum. The Bonds will initially be delivered as registered Bonds in minimum denominations of $25,000 and any integral multiple of $5,000 in excess thereof ("Authorized Denominations"), and will be transferable and exchangeable only as set forth in the Bond Indenture and as described herein. See "TRANSFER RESTRICTIONS" herein. The Bonds will be dated the date of issuance and will bear interest at the rates set forth on the inside cover page hereof from their dated date. Interest on the Bonds will be calculated on the basis of a 360-day year of twelve 30-day months and will be payable in arrears on each Interest Payment Date. The Bonds will mature in the amounts and in each of the years as set forth on the inside cover page hereof.

The Bonds, when issued, will be registered in the name of Cede & Co., as nominee of DTC, and will be evidenced by one Bond for each maturity of a series in the total aggregate principal amount of the Bonds of such maturity. Registered ownership of the Bonds, or any portion thereof, may not thereafter be transferred except as set forth in the Bond Indenture. So long as Cede & Co. is the registered owner of the Bonds, as nominee of DTC, references herein to the Bondholders, holders or registered owners will mean Cede & Co. as aforesaid and will not mean the "beneficial owners" of the Bonds.

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The principal and redemption price of and interest on the Bonds will be payable in lawful money of the United States of America upon surrender at the principal corporate trust office of the Trustee. The interest on any Bond will be payable to the person whose name appears on the registration books of the Trustee as the registered owner thereof as of the close of business on the fifteenth day of the calendar month immediately preceding the Interest Payment Date (the "Record Date"), such interest to be paid by check mailed by first class mail, postage prepaid, on the Interest Payment Date, to the registered owner at his or her address as it appears on such registration books. Notwithstanding the foregoing, however, any Holder of $1,000,000 or more in an aggregate principal amount of the Bonds will be entitled to receive payments of interest on the Bonds held by it by wire transfer of immediately available funds to such bank or trust company located within the United States of America as such Holder will designate in writing to the Trustee by the applicable Record Date for such payment. So long as Cede & Co. is the registered owner of the Bonds, principal of and interest on the Bonds are payable in same day funds by the Trustee to Cede & Co., as nominee for DTC.

Any interest not punctually paid or duly provided for will thereafter cease to be payable to the Bondholder on such Record Date and will be paid to the person in whose name the Bond is registered at the close of business on the date established by the Trustee pursuant to the Bond Indenture as a record date for the payment of defaulted interest on the Bonds (the "Special Record Date"). The Special Record Date will be fixed by the Trustee, notice thereof being given to the Bondholders not less than 10 days prior to such Special Record Date.

Book-Entry Only System

DTC will act as securities depository for the Bonds. The Bonds will be issued as fully registered securities without coupons in Authorized Denominations. The Bonds will be registered in the name of Cede & Co. (DTC's partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully registered Bond certificate will be issued for each maturity of a Series of Bonds set forth on the inside cover of this Limited Offering Memorandum, and will be deposited with DTC. For additional information regarding DTC and its book-entry only system, see "APPENDIX G – BOOK-ENTRY SYSTEM" herein.

Transfer of Bonds

Beneficial ownership interests in the Bonds may not be purchased by, or transferred to, any person except a Qualified Institutional Buyer or an Accredited Investor. The registration of any Bond may, in accordance with its terms, be transferred upon the books required to be kept by the Trustee, by the person in whose name it is registered, in person or by his or her duly authorized attorney, upon surrender of such Bond for cancellation, accompanied by delivery of a written instrument of transfer in a form acceptable to the Trustee, duly executed. The Trustee will require the Holder requesting such transfer to pay any tax or other governmental charge required to be paid with respect to such transfer, and there shall be no other charge to any Holder for any such transfer. The Trustee will not be required to register the transfer of any Bond which has been selected for redemption in whole or in part, from and after the day of mailing of a notice of redemption of such Bond selected for redemption in whole or in part as provided in the Bond Indenture or during the period established by the Trustee for selection of Bonds for redemption. The Bonds are subject to certain transfer restrictions under the Bond Indenture, as described herein under "TRANSFER RESTRICTIONS."

Exchange of Bonds

Bonds may be exchanged at the principal corporate trust office of the Trustee for a like series and aggregate principal amount of the Bonds of the same maturity of other Authorized Denominations. The Trustee will require the payment by the Holder requesting such exchange of any tax or other governmental charge required to be paid with respect to such exchange, and there will be no other charge to any Holder for any such exchange. No exchange of Bonds will be required to be made during the period established by the Trustee for selection of Bonds for redemption and after a Bond has been selected for redemption.

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Redemption[6]

Optional Redemption. The Series 2025A Bonds maturing on or after July 1, 20__ are subject to redemption prior to their respective stated maturities, at the option of the Borrower, from any amounts in the Redemption Fund, in whole or in part on any date on or after July 1, 20__, at a redemption price equal to 100% of the principal amount of Series 2025A Bonds called for redemption, plus accrued interest to the date fixed for redemption, without premium. The Series 2025B Bonds are not subject to optional redemption prior to their respective stated maturities.

Extraordinary Optional Redemption from Insurance and Condemnation Proceeds. The Bonds are subject to redemption prior to their stated maturity, at the option of the Borrower, in whole or in part, on any date from moneys required to be transferred from the Insurance and Condemnation Proceeds Fund to the Special Redemption Account at a redemption price equal to the principal amount thereof, together with interest accrued thereon to the date fixed for redemption, plus an amount equal to the unamortized portion of the net original issue premium thereon interpolated on a straight-line basis.

Extraordinary Optional Redemption Relating to Revocation or Non-Renewal of School Charter. The Bonds are subject to redemption in part prior to their stated maturity, on any date, at the option of the Borrower, in the event the charter of any Series 2025 School is revoked or not renewed by its authorizer and such Series 2025 School has no further appeal rights, at a redemption price equal to the principal amount thereof together with interest accrued thereon to the date fixed for redemption, plus an amount equal to the unamortized portion of the net original issue premium thereon interpolated on a straight-line basis.

Extraordinary Mandatory Redemption Due to Prohibited Use. The Bonds are subject to redemption prior to their stated maturity, as a whole or in part, on any date from Loan prepayments made by the Borrower in the event the Project is used or operated in any manner that violates the provisions of the Act, at a redemption price equal to the principal amount thereof together with interest accrued thereon to the date fixed for redemption, plus an amount equal to the unamortized portion of the net original issue premium thereon interpolated on a straight-line basis, on the earliest date for which notice of redemption can reasonably be given in accordance with the Bond Indenture.

Mandatory Sinking Fund Redemption. The Bonds are subject to redemption prior to their respective stated maturities in part, by lot, from Mandatory Sinking Account Payments pursuant to the Bond Indenture. Subject to the terms and conditions set forth in the Bond Indenture, the Term Bonds will be redeemed (or paid at maturity, as the case may be) by application of Mandatory Sinking Account Payments in the following amounts and on the following dates:

The Series 2025A Term Bonds maturing July 1, 20__, that are issued in an initial principal amount of $_____[7]:

Series 2025A Term Bonds Maturing
July 1, 20__

Mandatory Redemption Date	***Principal Amount***
July 1, 20__	
July 1, 20__	
July 1, 20__	
July 1, 20__	
July 1, 20__	

[6] Preliminary, subject to change.
[7] Preliminary, subject to change.

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July 1, 20__
July 1, 20__ †

† Maturity Date.

The Series 2025A Term Bonds maturing July 1, 20__, that are issued in an initial principal amount of $_____*:

Series 2025A Term Bonds Maturing
July 1, 20__

Mandatory Redemption Date	***Principal Amount***
July 1, 20__	
July 1, 20__	
July 1, 20__	
July 1, 20__	
July 1, 20__	
July 1, 20__	
July 1, 20__ †	

† Final Maturity Date.

The Series 2025B Term Bonds maturing on July 1, 20__ that are issued in an initial principal amount of $_____[8*]:

Series 2025B Term Bonds Maturing
July 1, 20__

Mandatory Redemption Date	***Principal Amount***
July 1, 20__	
July 1, 20__	
July 1, 20__	
July 1, 20__	
July 1, 20__	
July 1, 20__	
July 1, 20__ †	

† Maturity Date.

Notice of Redemption. In connection with the redemption of Bonds (other than mandatory sinking fund redemption) the Borrower will give notice of redemption to the Trustee (with a copy to the Authority) not less than 35 days prior to the redemption date (or such shorter notice as the Trustee may approve). Notice of redemption of any Bonds will be given by the Trustee upon such written request of the Borrower. Notice of any redemption of Bonds will be mailed postage prepaid, by the Trustee not less than 30 nor more than 60 days prior to the redemption date by first class mail to the respective Holders thereof at the addresses appearing on the Bond registration books described in the Bond Indenture. Each notice of redemption will contain all of the following information: (a) the date of such notice; (b) the name of the Bonds and the date of issue of the Bonds; (c) the redemption date; (d) the redemption price; (e) the dates of maturity of the Bonds to be redeemed; (f) if less than all of the Bonds of any maturity are to be redeemed, the distinctive numbers of the Bonds of each maturity to be redeemed; (g) in the case of Bonds redeemed in part only, the respective portions

[8*] Preliminary, subject to change.

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of the principal amount of the Bonds of each maturity to be redeemed; (h) the CUSIP number, if any, of each maturity of Bonds to be redeemed; (i) a statement that such Bonds must be surrendered by the Holders at the principal corporate trust office of the Trustee, or at such other place or places designated by the Trustee; (j) a statement that such redemption is conditioned upon the receipt by the Trustee, on or prior to the redemption date, of moneys sufficient to pay the redemption price or upon the happening of such other event as shall be specified therein, and if such moneys are not so received said notice will be rescinded and the redemption will be cancelled; (k) a statement that any such redemption notice can be rescinded as provided in the Bond Indenture; and (l) notice that further interest on such Bonds, if any, will not accrue from and after the designated redemption date.

Such redemption notices may state that no representation is made as to the accuracy or correctness of the CUSIP numbers provided therein or on the Bonds. If money is not received or if such other event has occurred or failed to occur (as the case may be) as described in clause (j) above, the Trustee, within a reasonable time after the date on which such redemption was to occur, is required to give notice to the persons and in the manner in which the notice of redemption was given, that such moneys were not so received and that there will be no redemption of the Bonds pursuant to the notice of redemption. Failure of the Trustee to give such notice of redemption or any defect therein will not in any way impair or affect the validity of the proceedings for redemption.

Effect of Notice. A certificate of the Trustee or the Borrower that notice of call and redemption has been given to Holders and as may be further required in the Continuing Disclosure Agreement as provided in the Bond Indenture will be conclusive as against all parties. The actual receipt by the Holder of any Bond or any other party of notice of redemption will not be a condition precedent to redemption, and failure to receive such notice, or any defect in the notice given, will not affect the validity of the proceedings for the redemption of such Bonds or the cessation of interest, if any, on the date fixed for redemption.

When notice of redemption has been given as provided for in the Bond Indenture, and when the redemption price of the Bonds called for redemption is on deposit or otherwise available to the Trustee, the Bonds designated for redemption will become due and payable on the specified redemption date and interest, if any, will cease to accrue thereon as of the redemption date, and upon presentation and surrender of such Bonds at the place specified in the notice of redemption, such Bonds will be redeemed and paid at the redemption price thereof out of the money provided therefor. The Holders of such Bonds so called for redemption after such redemption date will look for the payment of such Bonds and the redemption premium thereon, if any, only to the fund established for such purpose. All Bonds redeemed will be cancelled forthwith by the Trustee and will not be reissued.

Right to Rescind Notice. Upon written notice from the Borrower that the Borrower has cured the conditions that caused the Bonds to be subject to extraordinary redemption, the Borrower may rescind any extraordinary redemption and notice thereof on any date prior to the date fixed for redemption by causing the Trustee to send written notice of the rescission to the Holders of the Bonds so called for redemption. Notice of rescission of redemption is required to be given in the same manner in which notice of redemption was originally given. The actual receipt by the Holder of any Bond of notice of such rescission shall not be a condition precedent to rescission, and failure to receive such notice or any defect in such notice shall not affect the validity of the rescission.

Funds for Redemption. Prior to or on the redemption date of any Bonds there are required to be available in the Redemption Fund, or held in trust for such purpose as provided by law, monies for the purpose and sufficient to redeem, at the premiums payable as provided in the Bond Indenture, the Bonds designated in said notice of redemption. Such monies so set aside in the Redemption Fund or in the escrow fund established for such purpose are required to be applied on or after the redemption date solely for payment of principal of and premium, if any, on the Bonds to be redeemed upon presentation and surrender of such Bonds, provided that all monies in the Redemption Fund are required to be used for the purposes established and permitted by law. Any interest due on or prior to the redemption date is required to be paid from the Redemption Fund,

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unless otherwise provided for to be paid from an escrow fund established for such purpose. If, after all of the Bonds have been redeemed and cancelled or paid and cancelled, there are monies remaining in the Redemption Fund or otherwise held in trust for the payment of redemption price of the Bonds, said monies are required to be held in or returned or transferred to the Redemption Fund for payment of any outstanding Bonds of the Borrower payable from said fund; provided, however, that if said monies are part of the proceeds of refunding Bonds of the Borrower, said monies are required to be transferred to the fund created for the payment of principal of and interest on such Bonds. If no such refunding Bonds of the Borrower are at such time outstanding, said monies are required to be transferred to the Borrower as provided and permitted by law.

Selection of Bonds for Redemption. When any redemption is made pursuant to any of the provisions of the Bond Indenture and less than all of the Outstanding Bonds are to be redeemed, the Trustee shall select the Bonds to be redeemed from the Outstanding Bonds not previously called for redemption, by lot within a maturity and, if from more than one maturity, in inverse order of maturity or in such other order of maturity as shall be specified in a request of the Borrower.

In no event shall Bonds be redeemed in amounts other than whole multiples of Authorized Denominations. For purposes of redeeming Bonds in denominations greater than minimum Authorized Denominations, the Trustee shall assign to such Bonds a distinctive number for each such principal amount and, in selecting Bonds for redemption by lot, shall treat such amounts as separate Bonds. The Trustee shall promptly notify the Authority and the Borrower in writing of the numbers of the Bonds selected for redemption.

"Outstanding" under the Bond Indenture means all Bonds theretofore, or thereupon being, authenticated and delivered by the Trustee under the Bond Indenture except (a) Bonds theretofore canceled by the Trustee or surrendered to the Trustee for cancellation; (b) Bonds with respect to which all liability of the Authority shall have been discharged in accordance with the Bond Indenture; and (c) Bonds for the transfer or exchange of which, or in lieu of or in substitution for which, other Bonds shall have been authenticated and delivered by the Trustee pursuant to the Bond Indenture.

Defeasance

Discharge of Bond Indenture. Bonds may be paid or caused to be paid in any of the following ways, provided that any other sums payable under the Bond Indenture have also been paid or caused to be paid: (a) by paying or causing to be paid the principal of and interest on the Bonds Outstanding as and when the same become due and payable; (b) by depositing with the Trustee, in trust, at or before maturity, money or securities in the necessary amount to pay or redeem Bonds Outstanding; or (c) by delivering to the Trustee, for cancellation by it, all Bonds Outstanding.

If all Bonds then Outstanding are paid or caused to be paid as provided above and all other sums payable under the Bond Indenture shall also be paid or caused to be paid, and if the Borrower has paid all Additional Payments and any indemnification owed to the Authority and any other fees and expenses payable to the Authority pursuant to the Loan Agreement, then and in that case, at the election of the Borrower (evidenced by a Certificate of the Borrower, filed with the Trustee, signifying the intention to discharge all such indebtedness and the Bond Indenture), and notwithstanding that any Bonds shall not have been surrendered for payment, the Bond Indenture and the pledge of Payments made under the Bond Indenture and all covenants, agreements and other obligations of the Authority under the Bond Indenture will cease, terminate, become void and be completely discharged and satisfied, except only as provided in the Bond Indenture. In such event, upon request of the Borrower, the Trustee is required to cause an accounting for such period or periods as may be requested by the Borrower to be prepared and filed with the Borrower and shall execute and deliver to the Borrower all such instruments as may be necessary or desirable to evidence such discharge and satisfaction, and the Trustee is required to pay over, transfer, assign or deliver to the Borrower all moneys or securities or other property held by it pursuant to the Bond Indenture which are not required for

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the payment of Bonds not theretofore surrendered for such payment and which are not required for the payment of fees and expenses of the Trustee.

Discharge of Liability on Bonds. Upon the deposit with the Trustee, in trust, at or before maturity, of money or securities in the necessary amount to pay any Outstanding Bond, whether upon or prior to its maturity, then all liability in respect of such Bond will cease, terminate and be completely discharged, except only that thereafter the Holder thereof will be entitled to payment of the principal of and interest on such Bond, but only out of the money or securities deposited with the Trustee as aforesaid for its payment; provided further, however, that the provisions of " – Payment of Bonds after Discharge of Bond Indenture" hereinafter will apply in all events.

The Bonds may at any time be surrendered to the Trustee for cancellation by the Authority or the Borrower, which may have been acquired in any manner whatsoever, and such Bonds, upon such surrender and cancellation, will be deemed to be paid and retired.

Deposit of Money or Securities with Trustee. Whenever in the Bond Indenture it is provided or permitted that there be deposited with or held in trust by the Trustee money or securities in the amount necessary to pay any Bonds, such amount (which may include money or securities held by the Trustee in the funds established pursuant to the Bond Indenture) will be equal (taking into account income which will accrue from the investment thereof on the date of deposit of such funds but without taking into account any income from the subsequent reinvestment thereof) to the principal amount of such Bonds and all unpaid interest thereon to maturity, and will be: (a) lawful money of the United States of America; or (b) noncallable bonds, bills and bonds issued by the Department of the Treasury (including without limitation (1) obligations issued or held in book-entry form on the books of the Department of the Treasury and (2) the interest component of Resolution Funding Corporation strips for which separation of principal and interest is made by request to the Federal Reserve Bank of New York in book-entry form), United States Treasury Obligations State and Local Government Series and Zero Coupon United States Treasury Bonds; provided, in each case, that the Trustee will have been irrevocably instructed (by the terms of the Bond Indenture or by request of the Borrower or the Authority) to apply such money to the payment of such principal of and interest on such Bonds and provided, further, that the Authority and the Trustee will have received (i) an Opinion of Bond Counsel to the effect that such deposit will not cause interest on the Tax Exempt Bonds to be included in the gross income of the holder thereof for federal income tax purposes and that the Bonds to be discharged are no longer Outstanding; and (ii) a verification report of a firm of certified public accountants or other financial services firm acceptable to the Trustee verifying that the money or securities so deposited or held together with earnings thereon will be sufficient to make all payments of principal of and interest on the Bonds to be discharged to and including their maturity date.

Payment of Bonds after Discharge of Bond Indenture. Notwithstanding any provision of the Bond Indenture, and subject to applicable escheat laws, any moneys held by the Trustee in trust for the payment of the principal of or interest on any Bonds and remaining unclaimed for one year after the principal of all the Outstanding Bonds has become due and payable (whether at maturity or by declaration as provided in the Bond Indenture), if such moneys were so held at such date, or two years after the date of deposit of such moneys if deposited after said date when all of the Bonds became due and payable, will be repaid to the Borrower free from the trusts created by the Bond Indenture, and all liability of the Trustee with respect to such moneys will thereupon cease; provided, however, that before the repayment of such moneys to the Borrower as aforesaid, the Trustee may (at the expense of the Borrower) first mail to the holders of Bonds which have not yet been paid, at the addresses shown on the registration books maintained by the Trustee, a notice, in such form as may be deemed appropriate by the Trustee, with respect to the Bonds so payable and not presented and with respect to the provisions relating to the repayment to the Borrower of the moneys held for the payment thereof.

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TRANSFER RESTRICTIONS

The Bonds are to be offered and sold (including in secondary market transactions) only to Qualified Institutional Buyers or Accredited Investors. The foregoing limitation will cease to apply (without notice to or consent of any Bondholder) upon and after receipt by the Trustee from the Borrower of a rating letter by Fitch, S&P or Moody's indicating that the Bonds are rated "A-" or "A3," as applicable, or better. The Trustee will as soon as practicable, but in no event more than ten calendar days after receipt by the Trustee of such information, notify each Bondholder that (i) the restrictions set forth in the Bond Indenture requiring that the Beneficial Owners of the Bonds be Qualified Institutional Buyers or Accredited Investors will be of no further force or effect and (ii) the Authorized Denominations of the Bonds will be $5,000 and any multiple in excess thereof. Pursuant to the Bond Indenture, "Qualified Institutional Buyer" means a "qualified institutional buyer" as defined in Rule 144A promulgated under the Securities Act. Pursuant to the Bond Indenture, "Accredited Investor" means an "accredited investor" as defined in Regulation D promulgated under the Securities Act.

In addition, the face of each Bond will contain a legend indicating that it is subject to transfer restrictions as set forth in the Bond Indenture. See "CERTAIN RISK FACTORS – Purchases and Transfers of Bonds Restricted to Qualified Institutional Buyers and Accredited Investors" herein.

ESTIMATED SOURCES AND USES OF FUNDS[9]

The following table sets forth the estimated sources and uses of funds related to the Bonds.

	Series 2025A	*Series 2025B*	*CSFA Grant*	*Total*
Sources:				
Bond Principal				
Original Issue [Premium/Discount]				
Grant Proceeds[(1)]				
Total Sources:				
Uses:				
Project Costs[(2)]				
Deposit to Reserve Account[(4)]				
Costs of Issuance[(5)]				
Total Uses				

(1) Grant pursuant to the Authority's Charter School Facilities Credit Enhancement Program, for deposit in the Grant-Funded Reserve Subaccount. See "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS – Bond Indenture – Revenue Fund – Reserve Account" herein.
(2) See "THE PROJECT" below.
(3) Equal to the maximum annual debt service on the Bonds.*
(4) Includes legal, printing, underwriting discount and other professional fees and other miscellaneous costs of issuance.

THE PROJECT

The proceeds of the Bonds will be used to (i) finance and/or refinance a portion of the costs of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and/or equipping of the

[9] Preliminary, subject to change.

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MSA-5 Facility; (ii) fund a portion of a debt service reserve account; and (iii) pay the costs of issuance of the Bonds.

See "ESTIMATED SOURCES AND USES OF FUNDS" herein. An additional deposit of $_____* to a debt service reserve account for the Bonds is expected to be funded by proceeds of a grant pursuant to the Authority's Charter School Facilities Credit Enhancement Program. See "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS – Bond Indenture – Revenue Fund – Reserve Account" herein.

General

The MSA-5 Facility will be constructed on a site of 1.74 acres (the "MSA-5 Site") located at 7111 Winnetka Avenue, in Winnetka, California, which is located in the western portion of the San Fernando Valley. MERF purchased the MSA-5 site in May 2022, for approximately $9.45 million. The Project includes the financing of the acquisition of the MSA-5 Site, the demolition of an existing structure, and the construction, equipping and furnishing of a new school facility to accommodate students in grades 6 through 12, including a gymnasium (collectively, the MSA-5 Facility). The MSA-5 Facility will include three classrooms for grade six, six classrooms for grades seven to eight, and ten classrooms for grades nine to twelve, enabling MSA-5 to serve up to 500 students.

The Project comprises the following three phases or "increments": 1st increment, consisting of site work; 2nd increment, consisting of the academic building; and 3rd increment, consisting of the gymnasium.

The Project was designed by the architect of record, DLR Group Architects (the "Architect"), pursuant to AIA Document B101-2017, Standard Form of Agreement Between Owner and Architect, made as of January 19, 2023, between MERF and the Architect (the "Architect Agreement"). The Architect will be paid $1,815,500 for the Architect's services under the Architect Agreement. The Architect's basic services under the Architect Agreement include usual and customary structural, mechanical and electrical engineering services. In addition to these basic services, the Architect's duties will also include site evaluation and planning, civil engineering, a post-occupancy evaluation, coordination of MERF's consultants, telecommunications/data design, and security evaluation and planning.

From and after the issuance of the Bonds: (i) MERF will continue to hold fee title to the MSA-5 Facility, subject to the lien in favor of the State and the restrictive covenants described herein; and (ii) MERF will make payments to MPM Sant Ana in respect of the Series 2026 School Loan Agreement. See "THE LEASES AND SCHOOL LOAN AGREEMENTS" herein.

NO FEE OR LEASEHOLD INTEREST IN THE MSA-5 FACILITY SECURES MPM SANTA ANA'S OBLIGATIONS UNDER THE MASTER INDENTURE. See "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS – Mortgages and Security Agreements."

Construction Agreement

The 1st increment work, the plans for which were approved by the Division of the State Architect, is in process. For the 1st increment, MERF signed a Construction Agreement, dated January 17, 2025, with Pro-Craft Construction Inc. for $3,960,000 (the "1st Increment Construction Contract") following a public bid process and MERF Board approval. The 1st increment work was substantially completed by _____ __, 2025.

The 2nd increment portion of the Project was originally designed as a site built steel frame ground up construction. Due to construction cost escalations, MERF decided to redesign the Project using a modular factory fabrication construction process. Accordingly the Architect, subcontracted with a modular building contractor to provide a revised design for the Project based on the Architect's original design. While still in the design phase, MERF is considering switching to a design build project delivery method and has started the process for doing so by issuing a Request for Qualifications and a Request for Proposals. Under a design build

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delivery, the selected vendor would be responsible for the design and construction of the Project. A design build delivery method will allow MERF to sign a contract and lock in a price in advance of final Division of the State Architect approval. However, no construction may be undertaken until final approval is received from the Division of the State Architect. MERF expects that the construction contract for the 2nd increment will be executed in the form of a guaranteed maximum price or stipulated sum construction contract.

Project Budget and Timeline

Table 6 below presents a summary of the estimated budget for the Project. The Project will not be fully funded from amounts received pursuant to the $50,832,332 Preliminary Apportionment under the Charter School Facilities Program. In addition, MERF expects to defer construction of the gymnasium portion of the MSA-5 Facility. Assuming deferral of the gymnasium, the funding shortfall to construct the remaining portions of the MSA-5 Facility is estimated at $10,347,054[10]. Costs of the MSA-5 Facility in excess of the Preliminary Apportionment are expected to be funded from the proceeds of the Bonds, from available cash reserves of MERF, or proceeds of philanthropy.

TABLE 6
ESTIMATED PROJECT BUDGET

Expense Category	*Estimated Cost*
Soft Costs (Acquisition, CM and Financing)	
Acquisition Costs	$10,434,239
Magnolia Soft Costs	5,112,314
Owner's Contingency	975,532
Financing Costs	3,991,238
Construction Manager	2,646,658
Subtotal	$23,159,981
Hard Costs	
Increment No. 1 (Site Work)	$5,004,632
Increment No. 2 (Academic Building)(1)	32,666,273
FF&E	348,500 .
Miscellaneous	--
Subtotal	$38,019,405
Total Est Development Cost w Gym Deferral	$61,179,386
State Award Amount	$50,832,332(3)
Additional Funding Required w/ Gym Deferral(3)	$10,347,054
Total Est. Development Cost w/ Gym Construction	$69,313,656
Additional Funding Required for Gym Construction(3)	[$8,134,270]
Total Estimated Eligible Costs(4)	
Total Estimated Eligible Costs w/ Gym Deferral(5)	
Total Estimated Ineligible Costs(6)	$3,198,434

[10] Preliminary, subject to change.

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(1) Based on current estimates. MERF believes this cost may be reduced.
(2) Of this Preliminary Apportionment amount, Advance Apportionments of $13,832,733 have already been received.
(3) MERF does not anticipate that the gymnasium will be funded from proceeds of the Bonds, Grant Anticipation Notes or the Final Apportionment. As noted above, excess costs of the Project are expected to be paid from proceeds of philanthropy, available cash reserves of MERF or from the proceeds of additional debt financing. Figures shown above do not include financing costs for any such additional debt financing.
(4) Represents total estimated eligible costs for Increments No. 1 (site work), No. 2 (academic building) and No. 3 (gymnasium).
(5) Represents total estimated eligible costs for Increments No. 1 (site work) and No. 2 (academic building) alone.
(6) Represents total estimated ineligible costs, which include financing costs (e.g. capitalized interest and costs of issuance).

Source: MERF.

As set forth in Table 6 above, assuming receipt of the full Final Apportionment, contributions by MERF of approximately $5.2 million will be necessary to complete the 2nd increment and enable the opening of the MSA-5 Facility. The proceeds of the Notes are expected to enable MERF to proceed with the Project until receipt of the Final Apportionment. As reflected below in Table 7, receipt of the proceeds of the Bonds are expected to allow MERF to complete the MSA-5 Facility in time to open for the 2026-27 school year.

Table 7 below presents the estimated timeline for the Project. See also "APPENDIX E – CHARTER SCHOOL FACILITIES PROGRAM AND AWARD FUNDING – Allocation of State General Obligation Bond Proceeds" for additional information regarding the anticipated funding of the Project and related milestones. [To be updated.]

TABLE 7
ESTIMATED PROJECT TIMELINE

Description/Event	*Start*	*Finish*
Increment No. 1 (Site Work)		
DSA Approval	September-24	September-24
Site Work	January-25	June-25
Increment No. 2 (Academic Building)		
DSA Approval	June-25	June-25
Sign Contract with Design Build Vendor	April-25	April-25
Order Long Lead Items	May-25	May-25
Factory Fabrication	June-25	September-25
Site Installation	September-25	June-26
Occupancy	July-26	July-26
Start of School	August-26	August-26
Increment No. 3 (Gymnasium)		
DSA Approval	December-24	January-26
Sign Construction Contract		
Construction	June-28	June-29
Occupancy	July-29	July-29

Source: MERF.

Appraisal

In connection with the Charter School Facilities Program, MERF obtained an appraisal of the real property comprising site of the MSA-5 Facility (the "Site") from BTI Appraisal (the "Appraiser"). In that connection, the Appraiser prepared a report regarding the as-is market value of the fee simple interest in the

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Site, dated December 22, 2023 (the "Appraisal"). The Appraiser estimated that, as of December 15, 2023, the fair market value of the fee simple interest in the Site was $10,150,000.

The Appraisal employed only one approach to value, the cost approach, based on the principle of substitution, which states that no rational person would pay more for a property than the amount for which he can obtain, by purchase of a site and construction of improvements without undue delay, a property of equal desirability and utility.

Limitations. The summary of the Appraisal contained in this section is not meant to be exhaustive, and reference should be made to such report for a complete recital of its terms. The Appraisal was prepared for the use of MERF only. The value of the MSA-5 Facility as estimated in the Appraisal represents only the opinion of the Appraiser, and only as of the effective date. The Appraiser has not been engaged to update or revise the estimates contained in the Appraisal since its effective date. See "CERTAIN RISK FACTORS – Limitations of Appraisals" herein. Moreover, no interest in the Facility secures the Bonds, the Grant Anticipation Notes, nor any obligation of MERF or the Borrower related thereto.

DEBT SERVICE SCHEDULE

The annual debt service payment requirements of the Bonds are set forth in the table below.[11]

Period Ending July 1	*Series 2025A Bonds*		*Series 2025B Bonds*		*Total Bonds Debt Service*
	Principal	*Interest*	*Principal*	*Interest*	
2026					
2027					
2028					
2029					
2030					
2031					
2032					
2033					
2034					
2035					
2036					
2037					
2038					
2039					
2040					
2041					
2042					
2043					
2044					
2045					
2046					
2047					
2048					
2049					
2050					
2051					
2052					
2053					
2054					
2055					
2056					
Totals					

[11] Preliminary, subject to change.

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SECURITY AND SOURCES OF PAYMENT FOR THE BONDS

Limited Obligations of the Authority

The Bonds and interest thereon constitute special, limited obligations of the Authority and are payable solely from certain revenues received under the Bond Indenture and from certain funds and accounts established and maintained under the Bond Indenture. The Authority is not obligated to advance any moneys derived from any source other than the Payments (as defined below) and other assets pledged under the Bond Indenture, whether for the payment of the principal or redemption price or interest with respect to the Bonds.

THE BONDS ARE NOT AND SHALL NOT BE DEEMED TO CONSTITUTE A DEBT OR LIABILITY OF THE STATE OR OF ANY POLITICAL SUBDIVISION THEREOF, OTHER THAN THE AUTHORITY, AND ARE NOT AND SHALL NOT BE DEEMED TO BE A PLEDGE OF THE FAITH AND CREDIT OF THE STATE, OR OF ANY POLITICAL SUBDIVISION THEREOF, BUT SHALL BE PAYABLE SOLELY FROM THE FUNDS PROVIDED THEREFOR UNDER THE BOND INDENTURE. NEITHER THE STATE NOR THE AUTHORITY SHALL BE OBLIGATED TO PAY THE PRINCIPAL OF THE BONDS, OR THE REDEMPTION PREMIUM, IF ANY, OR INTEREST THEREON, EXCEPT FROM THE FUNDS PROVIDED THEREFOR UNDER THE BOND INDENTURE. THE ISSUANCE OF THE BONDS SHALL NOT DIRECTLY, INDIRECTLY OR CONTINGENTLY OBLIGATE THE STATE OR ANY POLITICAL SUBDIVISION THEREOF TO LEVY OR TO PLEDGE ANY FORM OF TAXATION OR TO MAKE ANY APPROPRIATION FOR THEIR PAYMENT. THE AUTHORITY HAS NO TAXING POWER. NOTHING IN THE BOND INDENTURE, THE ACT OR OTHERWISE IS AN UNDERTAKING BY THE AUTHORITY OR THE STATE OR ANY POLITICAL SUBDIVISION THEREOF TO FUND THE TRANSFERS DESCRIBED IN THE INTERCEPT NOTICE OR TO MAKE FUNDS AVAILABLE TO THE SERIES 2026 SCHOOLS IN ANY AMOUNT OR AT ANY TIME.

Bond Indenture

Pledge of Payments and Other Amounts. The Authority has executed and delivered the Bond Indenture and, subject only to the provisions of the Bond Indenture permitting the application thereof for the purposes and on the terms and conditions set forth therein, has pledged to secure the payment of the principal of and interest on the Bonds, in accordance with their terms and the provisions of the Bond Indenture, all of the Payments (except Payments described in clause (i) of the definition thereof) and any other amounts (excluding proceeds of the sale of Bonds) held in any fund or account (other than the Rebate Fund) established pursuant to the Bond Indenture. Said pledge will constitute a lien on and security interest in such assets and will attach and be valid and binding from and after delivery of the Bonds, without any physical delivery thereof or further act.

"Payments," under the Bond Indenture, means (i) all moneys (except any money received to be used for the payment of Administrative Fees and Expenses) received by the Trustee with respect to the Intercept, (ii) all moneys, if any, received by the Trustee directly from, or on behalf of, the Borrower, pursuant to the Loan Agreement (excluding Additional Payments not directed to be deposited into any fund or account created and held under the Bond Indenture) or Obligation No. 2, and (iii) all income derived from the investment of any money in any fund or account established pursuant to the Bond Indenture. See "APPENDIX C – SUMMARY OF PRINCIPAL BOND DOCUMENTS – BOND INDENTURE" herein.

State Intercept Program. As additional security for the Bonds, in connection with the issuance of the Bonds, MERF will provide instructions to the State Controller to make the Intercepts to the Trustee with respect to MSA-5 in amounts and on the dates provided in the Intercept Notice, which amounts are expected to be sufficient in the aggregate to repay the Bonds and pay necessary and incidental costs. Funds received by the Trustee pursuant to the Intercept will be held in trust and will be disbursed, allocated and applied solely for the uses and purposes set forth in the Bond Indenture, including the payment of debt service on the Bonds. Under the laws of the State, no party, including MERF, the Borrower or any of their respective creditors will

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have any claim to the money apportioned or to be apportioned to the Trustee by the State Controller pursuant to the Intercepts. Notwithstanding the foregoing, the Intercept for MSA-5 is effectively subordinate to a similar intercept to be implemented and related to the State's Charter School Facilities Program. Similarly, the Intercepts for MSA-SD and MSA-SA, executed and delivered in connection with the Prior Bonds, are effectively subordinate to intercepts previously implemented and related to the State's Charter School Facilities Program. See "CERTAIN Risk Factors – Charter School Facilities Program Intercepts" herein with respect to such CSFP Intercepts.

Assignment of Payments and Other Amounts and Loan Agreement. The Authority assigns to the Trustee, for the benefit of the Holders from time to time of the Bonds, (i) all of the Payments (except Payments described in clause (i) of the definition thereof) and other amounts pledged under " – Pledge of Payments and Other Amounts" above and (ii) all of the right, title and interest of the Authority in, to and under the Loan Agreement (except for the right to receive any Administrative Fees and Expenses and any Additional Payments, any right to be indemnified, held harmless or defended and rights to inspection and to receive information, reports, notices, certificates and opinions, express rights to give approvals, consents, or waivers under the Bond Indenture or the Loan Agreement, and the obligation of the Borrower to make deposits pursuant to the Tax Certificate). Obligation No. 2 will be registered in the name of the Trustee.

The Trustee will be entitled to and will receive all of such assigned Payments, and any such Payments collected or received by the Authority will be deemed to be held, and to have been collected or received, by the Authority as the agent of the Trustee and will forthwith be paid by the Authority to the Trustee. The Trustee also will be entitled to and will (subject to the provisions of the Bond Indenture) take all steps, actions and proceedings following any event of default under the Loan Agreement reasonably necessary in its judgment, or as directed by the Holder, to enforce, either jointly with the Authority or separately, all of the rights of the Authority assigned to the Trustee and all of the obligations of the Borrower under the Loan Agreement.

The Borrower will take all actions necessary for the Trustee to collect directly from the State Controller the amounts set forth in the Intercept Notice on the dates set forth in the Intercept Notices.

Revenue Fund. The Trustee will establish, maintain and hold in trust a special fund designated as the "Revenue Fund." All Payments will be promptly deposited by the Trustee upon receipt thereof into the Revenue Fund, and will be held in trust for the benefit of the Holders from time to time of the Bonds but will nevertheless be disbursed, allocated and applied solely for the uses and purposes set forth in the Bond Indenture. The Trustee will establish within the Revenue Fund an Interest Account, a Principal Account, and a Reserve Account for the payment of debt service on the Bonds.

Interest Account. All amounts in the Interest Account will be used and withdrawn by the Trustee solely for the purpose of paying interest on the Bonds as it becomes due and payable (including accrued interest on any Bonds purchased or redeemed prior to maturity pursuant to the Bond Indenture).

Principal Account. All amounts in the Principal Account will be used and withdrawn by the Trustee solely for the purpose of paying the principal or Mandatory Sinking Account Payments of the Bonds, as provided in the Bond Indenture with respect to Bonds

The Trustee will establish and maintain within the Principal Account a separate subaccount for the Bonds, designated as the "____ Sinking Account," inserting therein the series and maturity (if more than one such account is established) for each Term Bond. On or before July 1 in each year, the Trustee will transfer the amount deposited in the Principal Account on that date pursuant to the Bond Indenture, as described in " – Allocation of Revenues" below, from the Principal Account to the Sinking Account for the purpose of making a Mandatory Sinking Account Payment (if such deposit is required in such month). With respect to the Sinking Account, on each Mandatory Sinking Account Payment date established for the Sinking Account, the Trustee will transfer the amount deposited in the Principal Account pursuant to the Bond Indenture for the purpose of applying the Mandatory Sinking Account Payment required on that date to the redemption (or

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payment at maturity, as the case may be) of Bonds, upon the notice and in the manner provided in the Bond Indenture; provided that, at any time prior to giving such notice of such redemption, the Trustee will apply such moneys to the purchase of Bonds at public or private sale, as and when and at such prices (including brokerage and other charges, but excluding accrued interest, which is payable from the Interest Account) as the Borrower may direct, in writing, except that the purchase price (excluding accrued interest) will not exceed the par amount of such Bonds. If, during the twelve-month period immediately preceding said Mandatory Sinking Account Payment date, the Trustee has purchased Bonds with moneys in the Sinking Account, or, during said period and prior to giving said notice of redemption, the Borrower has deposited Bonds with the Trustee, or Bonds were at any time purchased or redeemed by the Trustee from the Redemption Fund and allocable to said Mandatory Sinking Account Payment, such Bonds so purchased or deposited or redeemed will be applied, to the extent of the full principal amount thereof, to reduce said Mandatory Sinking Account Payment. All Bonds purchased or deposited pursuant to the provisions of the Bond Indenture summarized in this paragraph will be delivered to the Trustee and cancelled. Any amounts remaining in the Sinking Account when all of the Bonds are no longer Outstanding will be withdrawn by the Trustee and transferred to the Revenue Fund. All Bonds purchased from the Sinking Account or deposited by the Borrower with the Trustee will be allocated first to the next succeeding Mandatory Sinking Account Payment, then to the remaining Mandatory Sinking Account Payments as the Borrower directs in writing along with a revised sinking fund schedule giving effect to the purchase so completed.

The Term Bonds, which are Bonds payable on or before their specified maturity dates from Mandatory Sinking Account Payments, will be redeemed (or paid at maturity, as the case may be) by application of Mandatory Sinking Account Payments as set forth in "THE BONDS – Redemption – Mandatory Sinking Fund Redemption."

Reserve Account. Under the Bond Indenture, the Trustee will establish and maintain a reserve account (the "Reserve Account") within the Revenue Fund, and within the Reserve Account, the Bond Reserve Subaccount and the Grant-Funded Reserve Subaccount. All amounts in the Reserve Account will be used and withdrawn by the Trustee solely for the purpose of making up any deficiency in the Revenue Fund, Interest Account or Principal Account that exists on the date when monies on deposit in the Revenue Fund, Interest Account or Principal Account are required to be applied, as provided in the Bond Indenture, or (together with any other moneys available therefor) for the payment or redemption of all Bonds then Outstanding; provided, however, that monies and securities held by the Trustee in the Grant-Funded Reserve Subaccount shall not be used for the redemption of all Bonds then Outstanding pursuant to Bond Indenture. The Borrower shall have no right, title, or interest in any amounts on deposit in the Grant-Funded Reserve Subaccount, and the Trustee shall hold such amounts exclusively for the benefit of the Authority and the Bondholders. The Trustee will draw from the Bond Reserve Subaccount until exhausted prior to drawing from the Grant-Funded Reserve Subaccount. See "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS" herein.

Amounts on deposit in the Reserve Account will be valued by the Trustee at their fair market value each January 1 and July 1, and the Trustee will notify the Borrower of the results of such valuation. If the amount on deposit in the Reserve Account on the first Business Day following such valuation is less than one-hundred percent (100%) of the Reserve Account Requirement (as defined below), the Borrower has agreed in the Loan Agreement to make the deposits to the Reserve Account required by the Bond Indenture. If the amount on deposit in the Reserve Account on the first Business Day following such valuation is greater than the Reserve Account Requirement, then (x) the amount of money on deposit in the Grant-Funded Reserve Subaccount greater than $_____[12*] shall be paid to the Authority free and clear of the lien of the Bond Indenture and (y) any additional excess shall be withdrawn from the Bond Reserve Subaccount of the Reserve Account and transferred to, with respect to the valuations completed pursuant to the first sentence of this paragraph, the Revenue Fund. See "CERTAIN RISK FACTORS" herein. "Reserve Account Requirement" means as of any date of calculation, an amount which will be equal to the least of (i) 10% of the original principal amount of the Bonds, (ii) maximum annual debt service on the Bonds Outstanding,

[12*] Preliminary, subject to change.

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(iii) 125% of average annual debt service with respect to the Bonds Outstanding, or (iv) for the last Bond Year only, the total debt service with respect to the Bonds Outstanding, net of amounts in the Reserve Account. Maximum annual debt service and average annual debt service will be calculated on the basis of twelve-month periods ending on [_____] 1 of any year in which Bonds are Outstanding.

On the date of issuance of the Bonds, $_____*, constituting the Reserve Account Requirement for the Bonds, will be deposited in the Reserve Account. Such deposit is expected to be partially funded by proceeds of a $_____* grant pursuant to the Authority's Charter School Facilities Credit Enhancement Program deposited into the Grant-Funded Reserve Subaccount, and the remainder is expected to be funded with proceeds of the Bonds. The Reserve Account Requirement is anticipated to be sized at maximum annual debt service.*

See "APPENDIX C – SUMMARY OF PRINCIPAL BOND DOCUMENTS – BOND INDENTURE" attached hereto.

Allocation of Revenues. Promptly upon receipt, the Trustee will deposit the Payments to the Revenue Fund. On or before June 25 and December 25 of each year, commencing June 25, 2026*, the Trustee will transfer from the Revenue Fund and deposit into the following respective accounts (each of which the Trustee will establish and maintain within the Revenue Fund) and then to the Rebate Fund, the following amounts, in the following order of priority, the requirements of each such account or fund (including the making up of any deficiencies in any such account resulting from lack of Payments sufficient to make any earlier required deposit) at the time of deposit to be satisfied before any transfer is made to any account or fund subsequent in priority; provided, however, no moneys deposited in the Revenue Fund pursuant to the Intercept shall be deposited to the Rebate Fund:

(1) To the Interest Account, the aggregate amount of interest becoming due and payable on the next succeeding Interest Payment Date on all Bonds then Outstanding, until the balance in said account is equal to said aggregate amount of interest;

(2) To the Principal Account, one-half of the aggregate amount of principal becoming due to and payable on the next succeeding Principal Payment Date, until the balance in said Principal Account is equal to said aggregate amount of such principal and Mandatory Sinking Account Payments; provided that from the date of delivery of the Bonds until the first Principal Payment Date with respect to the Bonds (if less than twelve months), transfers to the Principal Account shall be sufficient on a pro rata basis to pay the principal and Mandatory Sinking Account Payments becoming due and payable on said Principal Payment Date;

(3) To the Grant-Funded Reserve Subaccount of the Reserve Account, (A) the greater of (i) the amount designated for deposit to the Grant-Funded Reserve Subaccount of the Reserve Account in a written direction of the Borrower, and (ii) the aggregate amount of each prior withdrawal from the Grant-Funded Reserve Subaccount of the Reserve Account for the purpose of making up a deficiency in the Interest Account or the Principal Account (until deposits on account of such withdrawal are sufficient to fully restore the amount withdrawn), and (B) in the event the balance in said subaccount shall be less than the amount deposited in such subaccount pursuant to the Bond Indenture due to valuation of the Eligible Securities deposited therein in accordance with the Bond Indenture, the amount necessary to increase the balance in said account to an amount at least equal to the amount deposited in such subaccount pursuant to the Bond Indenture (until deposits on account of such valuation deficiency are sufficient to increase the balance in said account to said amount);

(4) To the Bond Reserve Subaccount of the Reserve Account, (a) the greater of (i) the amount designated for deposit to the Bond Reserve Subaccount of the Reserve Account in a written direction of the Borrower, and (ii) one-half of the aggregate amount of each prior withdrawal from the Reserve Account for the purpose of making up a deficiency in the Interest Account or Principal Account (until deposits on account of such withdrawal are sufficient to fully restore the amount withdrawn), provided that no deposit need be made

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into the Bond Reserve Subaccount if the balance in the Reserve Account is at least equal to the Reserve Account Requirement, and (b) in the event the balance in said account shall be less than the Reserve Account Requirement due to valuation of the Eligible Securities deposited therein in accordance with the Bond Indenture, the amount necessary to increase the balance in said account to an amount at least equal to the Reserve Account Requirement (until deposits on account of such valuation deficiency are sufficient to increase the balance in said account to said amount);

(5) On June 25, 2026, $_____, and beginning December 25, 2026, to the Repair and Replacement Fund, (a) the greatest of (i) the amount designated for deposit in the Repair and Replacement Fund in a written direction of the Borrower, (ii) $_____[13], and (iii) one-third of the aggregate amount of each prior withdrawal from the Repair and Replacement Fund, provided that no deposit need be made into the Repair and Replacement Fund (x) in excess of one-fourth of the Repair and Replacement Fund Requirement or (y) if the balance in said account is at least equal to the Repair and Replacement Fund Requirement, and (b) in the event the balance in said account shall be less than the Repair and Replacement Fund Requirement due to valuation of the Eligible Securities deposited therein in accordance with the Bond Indenture, the amount necessary to increase the balance in said account to an amount at least equal to the Repair and Replacement Fund Requirement (until deposits on account of such valuation deficiency are sufficient to increase the balance in said account to said amount); and

(6) To the Rebate Fund, such amounts as are required to be deposited therein by written instruction from the Borrower given in accordance with the Bond Indenture (including the Tax Certificate).

Moneys remaining in the Revenue Fund after the foregoing transfers will be transferred on January 1 and July 1 of each year, commencing July 1, 2026, by the Trustee to the Borrower, free and clear of the lien of the Bond Indenture.

See "APPENDIX C – SUMMARY OF PRINCIPAL BOND DOCUMENTS – BOND INDENTURE" and "APPENDIX C – SUMMARY OF PRINCIPAL BOND DOCUMENTS – LOAN AGREEMENT" attached hereto.

For more information on the Project, the Schools, the Borrower and the Members of the Obligated Group, see "THE PROJECT" herein and "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" attached hereto.

Repair and Replacement Fund. The Trustee will establish, maintain and hold in trust a separate fund designated as the "Repair and Replacement Fund," which shall be used solely for the purposes set forth in the Bond Indenture. Moneys in the Repair and Replacement Fund shall be withdrawn by the Trustee to pay for capital items not budgeted as ordinary maintenance and repair costs related to the Facilities.* Moneys in the Repair and Replacement Fund shall be disbursed upon receipt of a requisition of the Borrower, and the Trustee shall issue its checks or a wire transfer for each such disbursement upon receipt of such a requisition.

Amounts on deposit in the Repair and Replacement Fund will be valued by the Trustee at their fair market value each January 1 and July 1, and the Trustee will notify the Borrower of the results of such valuation in the form of its regular periodic statement. If the amount on deposit in the Repair and Replacement Fund on the first (1st) Business Day following such valuation is less than one hundred percent (100%) of the Repair and Replacement Fund Requirement, the Borrower has agreed in the Loan Agreement to make the deposits to the Repair and Replacement Fund required by the Bond Indenture. If the amount on deposit in the Repair and Replacement Fund on the first (1st) Business Day following such valuation is greater than the Repair and Replacement Fund Requirement, then any additional excess will be withdrawn from the Repair and Replacement Fund and transferred to the Revenue Fund.

[13] Preliminary, subject to change.

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"Repair and Replacement Fund Requirement" means $_____[14]; provided that each such Repair and Replacement Requirement will initially be zero and will increase in equal semiannual amounts of $_____*, respectively, on each January 1 and July 1, commencing July 1, 2026.*

When (i) the amount of principal of, and premium, if any, and interest on the Outstanding Bonds is equal to or less than the sum of the balance of the Revenue Fund, the balance of the Reserve Account, the balance of the Redemption Fund and the balance of the Repair and Replacement Fund, and (ii) all other amounts owed under the Loan Agreement and the Bond Indenture have been paid, moneys held in the Repair and Replacement Fund may be deposited into the Revenue Fund and credited against payments of Loan Repayments required under the Loan Agreement.

The Loan Agreement

The Authority and the Borrower will execute the Loan Agreement to provide for the loan by the Authority to the Borrower of proceeds from the sale of the Bonds. Pursuant to the Loan Agreement, in consideration of the issuance of the Bonds by the Authority and the loan of the proceeds thereof to the Borrower, the Borrower agrees that, on or before June 25 and December 25 of each year and as long as any of the Bonds remain Outstanding, it will pay to the Bond Trustee for deposit in the Revenue Fund such amount as is required by the Bond Trustee to make the transfers and deposits required on such date by the Bond Indenture. Notwithstanding the foregoing, if five business days prior to any interest or principal payment date with respect to the Bonds, the aggregate amount in the Revenue Fund is for any reason insufficient or unavailable to make the required payments of principal (or Redemption Price) of or interest on the Bonds then becoming due (whether by maturity, redemption or acceleration), the Borrower will pay the amount of any such deficiency to the Bond Trustee. Each payment by the Borrower to the Bond Trustee under the Loan Agreement (the "Loan Repayments") will be in lawful money of the United States of America and paid to the Bond Trustee at its designated corporate trust office and held, invested, disbursed and applied as provided in the Bond Indenture. The Borrower certifies in the Loan Agreement that it will instruct or cause MPM-SA to instruct MERF to make payments under the Series 2026 School Loan Agreement directly to the Bond Trustee for deposit in the Revenue Fund. See "APPENDIX C – SUMMARY OF PRINCIPAL BOND DOCUMENTS – LOAN AGREEMENT" herein.

Pursuant to the Loan Agreement, the Borrower covenants to cause MERF to deliver the Intercept Notice to the State Controller. See "APPENDIX C – SUMMARY OF PRINCIPAL BOND DOCUMENTS – LOAN AGREEMENT" herein.

Additionally, in consideration of the issuance of the Bonds by the Authority and the application of the proceeds thereof as provided in the Bond Indenture, the Borrower agrees in the Loan Agreement to issue, or cause to be issued, and to cause to be authenticated and delivered to the Bond Trustee, pursuant to the Master Indenture of Trust and the Second Supplemental Master Indenture, concurrently with the issuance and delivery of the Bonds, Obligation No. 2. In addition to the loan repayments, the Borrower is also required to pay to the Authority or to the Bond Trustee, as the case may be, "Additional Payments," as described in "APPENDIX C – SUMMARY OF PRINCIPAL BOND DOCUMENTS – LOAN AGREEMENT" attached hereto.

MERF is not a party to, and is not liable under, the Loan Agreement. Under the Loan Agreement, the Borrower shall have the right, so long as all amounts which have become due under the Loan Agreement have been paid, at any time or from time to time, to prepay all or any part of its loan repayments. See "APPENDIX C – SUMMARY OF PRINCIPAL BOND DOCUMENTS – LOAN AGREEMENT" attached hereto.

[14] Preliminary, subject to change.

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The Master Indenture

Joint and Several Obligations of the Obligated Group but not MERF. Under the Master Indenture, each Member jointly and severally covenants and agrees (a) to pay or cause to be paid promptly all Required Payments at the place, on the dates and in the manner provided in the Master Indenture, in any Related Supplement, and each of the respective Obligations, including Obligation No. 2, and (b) to faithfully observe and perform all of the conditions, covenants and requirements of the Master Indenture, any Related Supplement, any Related Indebtedness, Related Loan Agreement, and any Obligation. Each Member acknowledges and agrees that the time of such payment and performance is of the essence of the obligations under the Master Indenture.

Initially, in connection with the issuance of the Bonds, the Series 2025 School Lender and the Series 2025 Landlords will be the only Members of the Obligated Group, the only Leases (as defined in the Master Indenture) will be the Series 2025 Leases, the only School Loan Agreements will be the Series 2025 School Loan Agreement, and the only Schools (as defined in the Master Indenture) will be the Series 2026 Schools. MERF, as the Lessee, is not a member of the Obligated Group, is not a party to the Master Indenture and is obligated solely as lessee under the Leases and borrower under the School Loan Agreements, in respect of payment from the sources specified therein relating to the Schools, and the Facilities, and is not responsible, party to or otherwise obligated under the Loan Agreement, the Bond Indenture, the Master Indenture or the Supplemental Master Indentures to make payments directly on the Loan, Obligation No. 2 or the Bonds.

Subject to the provisions of the Master Indenture permitting withdrawal from the Obligated Group, the obligation of each Member to make Required Payments is a continuing one and is to remain in effect until all Required Payments have been paid in full in accordance with the Master Indenture. All moneys from time to time received by the Obligated Group Representative or the Master Trustee to reduce liability on Obligations, whether from or on account of the Members or otherwise, will be regarded as payments in gross without any right on the part of any one or more of the Members to claim the benefit of any moneys so received until the whole of the amounts owing on Obligations has been paid or satisfied and so that in the event of any such Member's filing bankruptcy, the Obligated Group Representative or the Master Trustee will be entitled to prove up the total indebtedness or other liability on Obligations Outstanding as to which the liability of such Member has become fixed.

Each such Obligation will be a primary obligation of each Member of the Obligated Group and will not be treated as ancillary to or collateral with any other obligation and will be independent of any other security so that the covenants and agreements of each Member under the Master Indenture will be enforceable without first having recourse to any such security or source of payment and without first taking any steps or proceedings against any other Person. The Obligated Group Representative and the Master Trustee are each empowered to enforce each covenant and agreement of the Master Indenture, and to enforce the making of Required Payments. In the Master Indenture, each Member authorizes the Master Trustee to enforce or refrain from enforcing any covenant and agreement of the Members thereunder and to make any arrangement or compromise with any particular Member or Members as the Master Trustee may deem appropriate, consistent with the Master Indenture and any Related Supplement. Each Member also waives in favor of the Obligated Group Representative and the Master Trustee all rights against the Obligated Group Representative, the Master Trustee and any other Member, insofar as is necessary to give effect to any of the provisions described under this subheading.

Notwithstanding anything the Master Indenture to the contrary, the Master Trustee covenants that it will not take recourse against the Obligated Group Representative or any of the Members with respect to the failure by the Obligated Group Representative or any of the Members, to make any Required Payment under the Master Indenture and any Related Supplement, except recourse to the Gross Revenues and the amounts held in the funds and accounts created under the Related Indebtedness Indenture (except the Rebate Fund) or under the Master Indenture, or to such other security as may from time to time be given for the payment of obligations arising out of the Master Indenture, any Related Supplement or any other agreement securing the

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obligations of the Obligated Group Representative or any of the Members with respect to the Related Indebtedness.

For a more detailed discussion of entry to or withdrawal from the Obligated Group, see "APPENDIX C – SUMMARY OF PRINCIPAL BOND DOCUMENTS – THE MASTER INDENTURE" attached hereto. All capitalized terms used and not defined herein have the meanings listed in "APPENDIX C – SUMMARY OF PRINCIPAL BOND DOCUMENTS – DEFINITIONS" attached hereto.

Gross Revenue Fund. Each Member of the Obligated Group agrees in the Master Indenture that, unless otherwise provided in a Related Supplement or unless such Related Indebtedness is payable in full from funds that are subject to the Intercept, so long as any of the Obligations remain Outstanding, all of the Gross Revenues of the Obligated Group will be deposited as soon as practicable upon receipt in a fund designated as the "Gross Revenue Fund" which the Members will establish and maintain, subject to the provisions of the Master Indenture, in one or more accounts at such banking institution or institutions as the Members will from time to time designate in writing to the Master Trustee for such purpose (the "Depository Bank(s)"). Subject only to the provisions of the Master Indenture permitting the application thereof for the purposes and on the terms and conditions set forth therein, each Member, respectively, pledges, and to the extent permitted by law grants a security interest to the Master Trustee in, the Gross Revenue Fund and all of the Gross Revenues of the Obligated Group to secure the payment of Required Payments and the performance by the Members of their other obligations under the Master Indenture. Each Member, respectively, will execute and cause to be filed Uniform Commercial Code financing statements, will execute and cause to be sent to each Depository Bank, if any, and to the Master Trustee a notice of the security interest granted under the Master Indenture and will execute and deliver such other documents (including, but not limited to, control agreements and continuation statements) as may be necessary or reasonably requested by the Master Trustee in order to perfect or maintain as perfected such security interest or give public notice thereof.

If a Gross Revenue Fund is established pursuant to the Master Indenture, the Members shall cause each Depository Bank to enter into an account control agreement with the Master Trustee entitling the Master Trustee, upon the giving of notice to the Depository Bank, to exercise exclusive control over the Gross Revenue Fund. Amounts in the Gross Revenue Fund may be used and withdrawn by any Member at any time for any lawful purpose, except as provided in the Master Indenture. In the event that any Member is delinquent for more than three business days in the payment of any Required Payment with respect to any Obligation issued pursuant to a Related Supplement, the Master Trustee, upon written notice from the Obligated Group Representative or a Responsible Officer of the Master Trustee's actual knowledge of such delinquency, will notify the Obligated Group Representative of such delinquency, and, unless such Required Payment is paid, or provision for payment is duly made, in a manner satisfactory to the Master Trustee, within three business days after receipt of such notice, the Master Trustee shall give notice to the Depository Bank(s) of the election of the Master Trustee to exercise exclusive control over the Gross Revenue Fund (a "Notice of Exclusive Control"). Upon obtaining exclusive control over the Gross Revenue Fund, the Master Trustee shall continue to exercise exclusive control over the Gross Revenue Fund for the benefit of the Holders until six months after the amounts on deposit in said fund are sufficient to pay in full, or have been used to pay in full, all Required Payments in default and all other Events of Default known to the Master Trustee will have been made good or cured to the satisfaction of the Master Trustee or provision for amount on deposit in the fund deemed by the Master Trustee to be adequate will have been made therefor, whereupon the Master Trustee shall give notice to each Depository Bank of the revocation of the Notice of Exclusive Control given to such Depository Bank, and thereafter amounts in the Gross Revenue Fund again may be used and withdrawn by any Member at any time for any lawful purpose, unless and until the Master Trustee gives a further Notice of Exclusive Control, as provided above, in the event of a subsequent delinquency in the payment of any Required Payment, whereupon the foregoing provisions regarding the Master Trustee's exercise and revocation of exclusive control over the Gross Revenue Fund shall apply. During any period that the Master Trustee holds exclusive control over the Gross Revenue Fund, the Master Trustee will use and withdraw amounts in said Fund from time to time (1) first, to pay Ground Rent directly to each respective lessor under each Ground Lease when and as due, in the amount designated in a written request of the lessor(s), (2) second, to make

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Required Payments to Holders entitled thereto as such payments become due (whether by maturity, redemption, acceleration or otherwise), and, if such amounts will not be sufficient to pay in full all such payments due on any date, then to the payment of Required Payments ratably without any discrimination or preference, and (3) third, to such other payments and in such order, for which the Master Trustee shall receive written direction. During any period that the Master Trustee holds exclusive control over the Gross Revenue Fund, the Master Trustee, at its sole discretion upon the written request of the Members, may disburse funds from the Gross Revenue Fund for the payment of current or past due operating expenses of the Members. During any period that the Master Trustee holds exclusive control over the Gross Revenue Fund, upon the written request of the Members, the Master Trustee shall disburse to or at the direction of the Members, any amounts in the Gross Revenue Fund which such Members certify do not constitute Gross Revenues of the Obligated Group. Each Member agrees to execute and deliver all instruments as may be required to implement the Master Indenture. Each Member further agrees that a failure to comply with the terms of the Master Indenture will cause irreparable harm to the Holders and will entitle the Master Trustee, with or without notice, to take immediate action to compel the specific performance of the obligations of the Members as provided in the Master Indenture.

Limitations on Additional Indebtedness. Under the Master Indenture, each Member covenants and agrees that it will not incur any Additional Indebtedness after the date of issuance of the Bonds except as follows:

(a) Long-Term Indebtedness may be incurred if prior to the issuance of such Additional Indebtedness the following is satisfied:

(i) an Officer's Certificate is filed with the Master Trustee stating that, for the Obligated Group's most recently completed Fiscal Year, MERF has complied with all covenants set forth in its School Loan Agreements or Leases, as applicable; and

(ii) either

(1) an Independent Consultant selected by the Obligated Group Representative provides a written report setting forth projections which indicate that the Consolidated Base Rent Coverage Ratio for the three full Fiscal Years following completion of such Facility or Facilities financed with such Additional Indebtedness in which a Member of the Obligated Group will have scheduled payments of interest on or principal of the Additional Indebtedness to be issued for the payment of which provision has not been made as indicated in the report of such Independent Consultant from proceeds of such Additional Indebtedness, investment income thereon or from other appropriate sources (other than Consolidated Base Rent), provides for a Consolidated Base Rent Coverage Ratio, taking into account all Outstanding Long-Term Indebtedness and the Additional Indebtedness to be issued, of not less than 1.20:1.0. The report of the Independent Consultant shall take into account, when applicable, the audited results of operations and verified enrollment of the Related Schools for the most recently completed Fiscal Year and projected enrollment of the Related Schools and Gross Revenues at the completion of such Facility or Facilities financed with such Additional Indebtedness. In addition, the report of the Independent Consultant shall assume that the Long-Term Indebtedness then to be incurred shall have been Outstanding for the entire year; or

(2) an Officer's Certificate is filed with the Master Trustee demonstrating that, based on audited results of the operations for the most recently completed Fiscal Year, the Consolidated Base Rent Coverage Ratio, taking into account all Outstanding Long-Term Indebtedness and the Additional Indebtedness to be issued, is not less than 1.10.

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(b) Long-Term Indebtedness may be incurred for the purpose of refunding or refinancing any Outstanding Indebtedness, if prior to the incurrence thereof, there is delivered to the Master Trustee an Officer's Certificate demonstrating that (i) the Maximum Annual Debt Service will not increase by more than 10% after the incurrence of such proposed refunding Long-Term Indebtedness and after giving effect to the disposition of the proceeds thereof; or (ii) the total Debt Service on the Indebtedness being refinanced will not increase by more than 10% after the incurrence of such proposed refunding Long-Term Indebtedness and after giving effect to the disposition of the proceeds thereof; or (iii) the requirements of subsection (a) above are met; provided that the foregoing will not apply to any refinancing with Balloon Indebtedness.

(c) Short-Term Indebtedness may be incurred by any Member as long as the Short-Term Indebtedness is made payable from such Member's Gross Revenues, and subject to any limitations imposed by the Related Indebtedness or Related Loan Agreement.

(d) So long as Obligation No. 2 is Outstanding, Non-Recourse Indebtedness may be incurred not to exceed thirty-five percent (35%) of Obligated Group Operating Expenses in the aggregate Outstanding among all Members of the Obligated Group as tested as of the end of each Fiscal Year and reported on the audited financial statement of the Members of the Obligated Group.

(e) Any Subordinated Indebtedness or Indebtedness consisting of purchase money obligations with respect to any item of equipment related to the Facilities may be incurred without limitation.

(f) Indebtedness consisting of leases which are considered operating leases under generally accepted accounting principles may be incurred without limitation.

"Central Office Management Fees" means any fee or charge, including any funds transfer recognized as an expenditure for accounting purposes, charged by Lessee for management services provided to the Schools, including pursuant to a Management Agreement, which fee shall be subordinate to the payment of Rent due under the Lease.

"Consolidated Base Rent Coverage Ratio" means the ratio determined by dividing Consolidated Net Program Operating Revenue for such period by the Consolidated Base Rent Payment Obligation.

"Consolidated Base Rent Payment Obligation" means the sum of all Lessee Base Rent Payment Obligations for all Facilities and proposed Facilities.

"Consolidated Net Program Operating Revenue" means the sum of all Net Program Operating Revenue for the Lessee of all Facilities and proposed Facilities as that computation would be applied to the operations of an existing or proposed Lessee of an existing or proposed Facility financed with Related Indebtedness or to be financed with Additional Indebtedness, and excluding therefrom the payment obligations associated with any loan or other indebtedness to be refinanced or retired from proceeds of the Long-Term Indebtedness then to be incurred.

"Base Rent" means, with respect to any Lease, the amount of Rent designated as such; provided however that, total Base Rent for all Leases equals an amount not less than (a) the debt service due and payable on all Related Indebtedness with respect to the Facilities plus (2) any Ground Rent on the Facilities.

"Independent Consultant" means, with respect to any Lease, a firm (but not an individual) that (1) does not have any direct financial interest or any material indirect financial interest in the Lessee or any Affiliate of the Lessee and (2) is not connected with the Lessee or any Affiliate thereof as an officer, employee, promoter, trustee, partner, director or Person performing similar functions, and designated by the Lessee, qualified to pass upon questions relating to the financial affairs of facilities of the type or types operated by the Lessee and having a favorable reputation for skill and experience in the financial affairs of such facilities.

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"Lessee Base Rent Payment Obligation" means (a) that portion of the total lease payment obligation for any Lessee of any Facility or proposed Facility that is the Base Rent for such Facility, characterized as "Base Rent" plus (b) the repayment obligations for Lessee under any School Loan Agreement for the financing of Lessee's improvement or equipping of any Facility or proposed Facility, or portion of such Facility, characterized therein as "School Loan Repayments" plus (c) any Ground Rent on the Facilities.

"Lessee Indebtedness" means all obligations for borrowed money, installment sales and finance lease obligations (as such term is defined by the FASB Accounting Standards Codification Topic 842 Leases), incurred or assumed by the Lessee, including Guaranties, Obligated Group Program Long-Term Indebtedness, Obligated Group Program Short-Term Indebtedness or any other obligation for payments of principal and interest with respect to money borrowed.

"Management Agreement" means any agreement between Lessee and a charter school, including charter schools operated or managed by Lessee, pursuant to which Lessee provides management services.

"Net Program Operating Revenue" means Lessee's Program Revenues minus its Program Operating Expenses; provided, that no determination thereof will take into account: (a) any gain or loss resulting from either the early extinguishment or refinancing of Obligated Group Program Indebtedness or the sale, exchange or other disposition of capital assets not made in the ordinary course of business; (b) gifts, grants, bequests, donations or contributions, and income therefrom, to the extent specifically permanently restricted by the donor or by law to a particular purpose inconsistent with their use for the payment of Program Operating Expenses; (c) the net proceeds of insurance (other than business interruption insurance) and condemnation awards; (d) adjustments to the value of assets or liabilities resulting from changes in generally accepted accounting principles; (e) unrealized gains or losses that do not result in the receipt or expenditure of cash; and (f) nonrecurring items which involve the receipt, expenditure or transfer of assets.

"Obligated Group Program Interim Indebtedness" means all Obligated Group Program Indebtedness having an original maturity less than or equal to five years and not renewable at the option of the Lessee for a term greater than five years from the date of original incurrence or issuance.

"Obligated Group Program Long-Term Indebtedness" means all Obligated Group Program Indebtedness having an original maturity greater than one year or renewable at the option of the Lessee for a period greater than one year from the date of original incurrence or issuance thereof unless, by the terms of such Lessee Indebtedness, the Obligated Group Program Long-Term Indebtedness is not permitted to be outstanding thereunder for a period of at least 20 consecutive days during each calendar year.

"Obligated Group Program Short-Term Indebtedness" means all Obligated Group Program Indebtedness having an original maturity less than or equal to one year and not renewable at the option of the Lessee for a term greater than one year from the date of original incurrence or issuance, provided however, that any Obligated Group Program Short-Term Indebtedness that has been issued as revenue anticipation notes ("RANs") will not be included or counted as Obligated Group Program Short-Term Indebtedness to the extent that the RANs are secured by deferred state apportionment revenues expressly pledged and deposited in an intercept account to pay such RANs.

"Program Operating Expenses" means all reasonable and necessary current expenses of the Lessee relating solely and arising from the Related Projects, as a group; provided, however, "Program Operating Expenses" shall not include (i) any allowance for depreciation or amortization, (ii) expenses incurred in connection with capital improvements, (iii) expenses paid from any restricted grants from state, federal or local sources, or from any Person, which were excluded from Program Revenues, (iv) expenses incurred for MTI Base Rent and School Loan Repayments payable under the Lease and School Loan Agreements, respectively, (v) expenses incurred under any capitalized leases, (vi) payments of the Debt Service Requirement of the Lessee and (vii) Central Office Management Fees.

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"Program Revenues" means all revenues, income, receipts and moneys derived by the Lessee from the Lessee's operation of the Schools, including from any applicable district or county or from the State pursuant to the Charter School Law from any categorical block grant, general purpose entitlement or revenue limit; provided, that "Program Revenues" shall not include: (i) any gains or losses resulting from the early extinguishment of Indebtedness, the sale, exchange or other disposition of Property not in the ordinary course of business, or the reappraisal, reevaluation or write-up of assets, or any other extraordinary gains or losses; (ii) net unrealized gain (losses) on investments on investments and Financial Products Agreements; (iii) proceeds of borrowing; and (iv) net insurance or condemnation proceeds received or payable to Lessee on account of damage or destruction of the other charter school or its property or other loss incurred by Lessee with respect to its operation of the other charter school or its property.

"Subordinate Lessee Indebtedness" means all Lessee Indebtedness the repayment of which is expressly subordinate to the repayment of (i) the obligations of the Lessee under all Leases and School Loan Agreements, and (ii) Lessee Indebtedness secured on parity with obligations of the Lessee under all Leases and School Loan Agreements.

"Subordinated Indebtedness" means Indebtedness, the repayment of which is on a priority that is subordinate to the repayment of (a) Indebtedness issued pursuant to this Master Indenture and (b) Indebtedness issued on a parity basis to Indebtedness issued pursuant to this Master Indenture, if any.

"Total Program Operating Expenses" means all reasonable and necessary current expenses of the Lessee; provided, however, "Total Program Operating Expenses" shall not include (i) any allowance for depreciation or amortization, (ii) expenses incurred in connection with capital improvements, (iii) expenses paid from grants from state, federal or local sources, or from any Person, which would generally be excluded under Program Revenues, (iv) expenses incurred for MTI Base Rent and School Loan Repayments payable under the Leases and School Loan Agreements, respectively, (v) expenses incurred under any capitalized leases, (vi) payments of the Debt Service Requirement of the Lessee and (vii) Central Office Management Fees.

Amendment of Leases or School Loan Agreements. There will be no amendment, modification or termination of any of the Leases or School Loan Agreements without (1) an Officer's Certificate delivered to the Master Trustee stating that the amendment, modification or termination of the Lease or School Loan Agreement contemplated will not have a material adverse effect on the financial position of the Obligated Group, or (2) the prior written consent of the Master Trustee, which written consent shall only be given if:

(a) if there are any Tax-Exempt Bonds outstanding, the Master Trustee receives an Opinion of Bond Counsel confirming such amendment is necessary to preserve the exclusion of interest on related Tax-Exempt Bonds from gross income for purposes of federal income taxation or the exemption of interest on the related Tax-Exempt Bonds from state income taxation;

(b) (1)(A) the Related Indebtedness Holders of a majority in principal amount of the Related Indebtedness then Outstanding consent in writing to such amendment, modification or termination or (B) the Master Trustee receives an Opinion of Counsel confirming such amendment, modification or termination will not materially adversely affect the interests of the Related Indebtedness Holders or result in any material impairment of the security given for the payment of the Related Indebtedness, and (2) the Master Trustee shall receive an Opinion of Bond Counsel substantially to the effect that such amendment, modification or termination will not, in and of itself, adversely affect any exclusion of interest on the Related Indebtedness from gross income for purposes of federal income taxation; or

(c) it has received a written representation from the Obligated Group Representative to the effect that such amendment or modification will not materially and adversely affect the interests of the Related Indebtedness Holders of the Related Indebtedness; provided that, in making a determination whether such amendment or modification will not materially and adversely affect the interests of the Related Indebtedness

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Holders of the Related Indebtedness, the Master Trustee may conclusively rely on written representations of financial consultants or advisors or the opinion or advice of counsel.

Other Covenants. Each of the Members of the Obligated Group agrees to comply with other covenants set forth in the Master Indenture, including covenants to insure the Facilities against loss or damage. See "APPENDIX C – SUMMARY OF PRINCIPAL BOND DOCUMENTS – MASTER INDENTURE – Additional Covenants" and related definitions attached hereto.

Membership in Obligated Group. Additional Members may be added to the Obligated Group from time to time provided that prior to such addition the Master Trustee receives:

(a) a copy of a resolution of the Governing Body of the proposed new Member which authorizes the execution and delivery of a Related Supplement and compliance with the terms of the Master Indenture;

(b) a Related Supplement executed by the Obligated Group Representative, the new Member and the Master Trustee pursuant to which the proposed new Member (1) agrees to become a Member, (2) agrees to be bound by the terms and restrictions imposed by the Master Indenture and the Obligations, and (3) irrevocably appoints the Obligated Group Representative as its agent and attorney-in-fact and grants to the Obligated Group Representative full power to execute Related Supplements authorizing the issuance of Obligations and to execute and deliver Obligations;

(c) an Opinion of Counsel addressed to the Master Trustee to the effect that (i) the proposed new Member has taken all necessary action to become a Member, and upon execution of the Related Supplement, such proposed new Member will be bound by the terms of the Master Indenture and (ii) the addition of such Member will not cause the Master Indenture or any Obligations to be subject to registration under the Securities Act of 1933, as amended, or the Trust Indenture Act of 1939, as amended (or, that any such registration, if required, has occurred);

(d) an Independent Consultant's or Accountant's report, or an Officer's Certificate, as appropriate, to the effect that the condition described in paragraph (a) under "– Limitations on Additional Indebtedness" above would be met for the incurrence of one dollar of additional Long-Term Indebtedness immediately following the addition of such new Member;

(e) if there is any Related Indebtedness Outstanding that purports to be Tax-Exempt Bonds, an Opinion of Bond Counsel to the effect that the addition of such Member will not result in the inclusion of interest on any Related Bonds that purports to be a Tax-Exempt Bond in gross income for purposes of federal income taxation, nor cause the Master Indenture nor the Obligations issued under the Master Indenture to be subject to registration under the Securities Act of 1933, as amended or the Trust Indenture Act of 1939, as amended (or unless such registration, if required, has occurred);

(f) an Officer's Certificate to the effect that no Member, immediately after the addition of such new Member, would be in default in the performance or observance of any covenant or condition of the Master Indenture; and

(g) a duly executed and delivered Mortgage encumbering all Property, Plant and Equipment of such new Member, subject only to Permitted Liens.

Any certification or calculation made in accordance with this section may take into account the effect of the withdrawal of another Member or Members from the Obligated Group in connection with the addition of a Member to the Obligated Group contemplated in the Master Indenture.

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Withdrawal from Obligated Group. Any Member may withdraw from the Obligated Group, and be released from further liability or obligation under the provisions of the Master Indenture, provided that prior to such withdrawal the Master Trustee receives:

(a) an Officer's Certificate to the effect that, immediately following withdrawal of such Member, no Member would be in default in the performance or observance of any covenant or condition of the Master Indenture;

(b) if there is any Related Indebtedness outstanding that purport to be Tax-Exempt Bonds, an Opinion of Bond Counsel to the effect that the withdrawal of such Member is in compliance with the conditions contained in this section, and such withdrawal will not result in the inclusion of interest on any Related Indebtedness that purports to be a Tax-Exempt Bond in gross income for purposes of federal income taxation, nor cause the Master Indenture nor the Obligations issued under the Master Indenture to be subject to registration under the Securities Act of 1933, as amended, or the Trust Indenture Act of 1939, as amended (or unless such registration, if required, has occurred); and

(c) either:

(i) an Officer's Certificate to the effect that the Related Indebtedness outstanding under the Master Indenture have been assigned a rating by at least one rating agency and the withdrawal of such Member will not cause a downgrade or withdrawal of such rating; or

(ii) an Independent Consultant's report stating that:

(1) (A) the forecasted Consolidated Base Rent Coverage Ratio for the two consecutive Fiscal Years immediately following such withdrawal, taking such withdrawal into account, is projected to be at least 1.10:1.00 in each Fiscal Year or would be greater than it would otherwise have been absent such withdrawal; and (B) such withdrawal will not lower the Consolidated Base Rent Coverage Ratio for the most recent Fiscal Year for which Obligated Group Financial Statements are available by more than twenty percent (20%); or

(2) the forecasted Debt Service Coverage Ratio for the two consecutive Fiscal Years immediately following such withdrawal, taking such withdrawal into account, is projected to be not less than 1.00:1.00 in each Fiscal Year or would be greater than it would otherwise have been absent such withdrawal.

Any certification or calculation made in accordance with this section may take into account the effect of the addition of another Member or Members to the Obligated Group in connection with the withdrawal of a Member from the Obligated Group contemplated in the Master Indenture.

Upon compliance with the conditions described above, the Master Trustee shall execute any documents reasonably requested by the withdrawing Member to evidence the termination of such Member's obligations under the Master Indenture (including without limitation termination of the pledge of such Member's Gross Revenues) under any Related Supplements and under all Obligations (including without limitation reconveyance of the Mortgage encumbering such Member's Property, Plant and Equipment for the benefit of the Master Trustee).

Mortgages and Security Agreements

Pursuant to the Master Indenture, unless expressly set forth in the Related Supplement, or unless project funds allocated to the financing of such Facility are escrowed until the filing of a Mortgage, each Member will enter into a mortgage, leasehold deed of trust, deed of trust, security agreement, assignment of

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rents and leases and/or financing statement as provided therein (each, a "Mortgage") for the respective Facilities to secure the obligations of the Members under the Master Indenture and each Member, respectively, agrees to supplement such Mortgage or to execute and deliver such other deeds of trust or mortgages as may be necessary from time to grant to the Master Trustee a first priority lien on any Property, Plant and Equipment of the Member, subject to certain permitted liens.

In connection with the issuance of the Prior Bonds, MPM Sherman Way executed a Mortgage with respect to the MSA-1 Facilities (collectively, the "Series 2025 Mortgage"). The Series 2025 Mortgage created a current assignment in favor of the Master Trustee of the rents due under Series 2025 Lease relating to the MSA-1 Facilities.

Pursuant to the requirements of the CSFP Program, the Lessee's interests in the MSA-SA Facilities and the MSA-5 Facility are subject to (i) a recorded lien in favor of the State reflecting that the each of such Facilities is held in trust by the Lessee for the benefit of the State public school system, and (ii) certain restrictive covenants disclosed by recorded notice. See "CERTAIN RISK FACTORS – No Fee Interest in Certain Facilities – State Lien and Restrictive Covenants, Conditions and Restrictions on MSA-SA Facilities."

NO FEE OR LEASEHOLD INTEREST IN THE LAND ON WHICH THE MSA-SD FACILITIES OR MSA-5 FACILITY ARE LOCATED OR IN THE MSA-SA FACILITIES OR MSA-5 FACILITY THEMSELVES SECURES THE RESPECTIVE OBLIGATIONS OF MPM SAN DIEGO AND MPM SANTA ANA UNDER THE MASTER TRUST INDENTURE.

Pursuant to the Master Indenture and in connection with the execution and delivery of the Series 2025 Mortgage, MPM Sherman Way has covenanted to obtain or cause to be obtained, one or more ALTA policies of lender's title insurance on the MSA-1 Facilities in an aggregate amount not less than the aggregate principal amount of the Related Indebtedness, insuring the Master Trustee, for the benefit of the Holders of the Obligations, insuring the fee title interest of such Member in the applicable Facilities, subject only to Permitted Liens, issued by a title insurance company qualified to do business in the State. See "CERTAIN RISK FACTORS – Limitations on Value of the Applicable Facilities and to Remedies Under the Mortgages" herein.

Pursuant to a Security Agreement by and between MPM San Diego and the Master Trustee, MPM San Diego granted the Master Trustee a security interest in the modular buildings that constitute the MSA-SD Facilities and in its interest in the MSA-SD Lease. MPM San Diego documented such security interest by means of a fixture filing recorded in the official records of San Diego County. Pursuant to a Security Agreement by and between MPM Santa Ana and the Master Trustee, MPM Santa Ana granted the Master Trustee a security interest in its interest in the Series 2025 School Loan Agreement. In addition, pursuant to a Security Agreement by and between MPM Santa Ana and the Master Trustee, MPM Santa Ana will grant the Master Trustee a security interest in its interest in the Series 2026 School Loan Agreement.

Additional Leases and School Loan Agreements Governed by the Master Indenture

Under the Master Indenture, "Lease" is defined as each lease agreement pursuant to which the Lessee leases a Facility at which a Program (as defined in the Master Indenture) is operated from a Member of the Obligated Group; provided, however, a lease agreement or sublease agreement pursuant to which the Lessee leases a Facility for the benefit of a School whose students in attendance at the Facility constitute 25% or fewer students of all students in attendance at the Facility subject to such lease or sublease, is not be considered a Lease for purposes of the Master Indenture. "School Loan Agreement" is defined under the Master Indenture as any loan agreement pursuant to which the Lessee or a Member of the Obligated Group borrows money from a Member of the Obligated Group or the Lessee for the benefit of a Facility at which a School is located. Upon the issuance of the Series 2026 Bonds, the only Leases will be the Series 2025 Leases and the only School Loan Agreements will be the Series 2025 School Loan Agreement and the Series 2026 School Loan Agreement.

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Pursuant to the Master Indenture, "Program" or "Obligated Group Program" means each public charter school or administrative facility operated by a Lessee and located at one or more Facilities from and after the date upon which the Member that is the lessor or Lender under such Lease or School Loan Agreement, as applicable, joins the Obligated Group, but excluding any public charter school or administrative office operated by a Lessee at premises that do not constitute a Facility or is owned or leased by a Member that withdraws from the Obligated Group to the extent permitted by and in accordance with the Master Indenture, from and after the date of such withdrawal. As of the date of the execution of the Master Indenture, the Programs will include the charter school known as Magnolia Science Academy 1, CDS #19-10199-6119945; Magnolia Science Academy-San Diego, CDS #37-68338-0109157; Magnolia Science Academy-Santa Ana, CDS #30-76893-0130765; and Magnolia Science Academy 5, CDS # 19-10199-0137679.

If a Member of the Obligated group enters into a Lease or a School Loan Agreement (each as defined in the Master Indenture), such Lease or School Loan Agreement, must contain the following provisions:

(a) A liquidity covenant substantially similar to the covenant described under the heading "THE LEASES AND SCHOOL LOAN AGREEMENTS – Certain Related Covenants – Liquidity Covenant" herein.

(b) A coverage ratio covenant substantially similar to the covenant described under the heading "THE LEASES AND SCHOOL LOAN AGREEMENTS – Certain Related Covenants – Consolidated Base Rent Coverage Ratio Covenant" herein.

(c) A subordination of Central Office Management Fees substantially as described in "APPENDIX D – SUMMARY OF THE LEASES AND THE SCHOOL LOAN AGREEMENTS" attached hereto; and

(d) Covenants substantially similar to those described under the heading "THE LEASES AND SCHOOL LOAN AGREEMENTS – Certain Related Covenants – Other Financial Covenants" herein.

Upon the issuance of the Bonds, the Series 2025 Landlords and MPM Santa Ana will be the only Members of the Obligated Group, the only Leases (as defined in the Master Indenture) will be the Series 2025 Leases, the only School Loan Agreements will be the Series 2025 School Loan Agreement and the Series 2026 School Loan Agreement, and the only Schools (as defined in the Master Indenture) will be the Series 2026 Schools. MERF and the Borrower provide no assurances that other members of the Obligated Group, schools or leases will be added and be subject to the provisions of the Master Indenture.

THE LEASES AND SCHOOL LOAN AGREEMENTS

The following section contains a brief description of the Series 2025 Leases and the School Loan Agreements. All references in this Limited Offering Memorandum to the Leases and School Loan Agreements are qualified in their entirety by reference to the Leases and School Loan Agreements, copies of which may be obtained by request to the Underwriter. See "APPENDIX D – SUMMARY OF THE LEASES AND THE SCHOOL LOAN AGREEMENTS" attached hereto.

General

The primary sources of Gross Revenues for the Members of the Obligated Group are (i) the payment of Rent received pursuant to the Leases, and (ii) the payment of School Loan Repayments under School Loan Agreements. Under the Leases, each Landlord leases to MERF, and MERF leases from each Landlord, a respective Facility. The provisions of each Lease are substantially similar except for the term of the Lease, the amount of rent payable and the Facility subject to each Lease.

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For the Series 2025 Facilities, the Series 2025 Leases will have a term (the "Lease Term") of approximately 35 years, which are scheduled to expire on June 30, 2060. The term of the Series 2025 School Loan Agreement extends to July 1, 2055, while the term of the Series 2026 School Loan Agreement extends to July 1, 20__.

Payment of Rent Under Series 2025 Leases

Pursuant to each Series 2025 Lease, the Lessee will make monthly payments of Rent. "Rent," as defined under each Series 2025 Lease, comprises the following: (i) Base Rent (as defined in each Lease); (ii) Additional Rent (as defined in each Lease); and (iii) Expenses (as defined in each Lease), together with all other monetary obligations of the Lessee to the applicable lessor or to third parties arising under the terms of the Leases. See "APPENDIX D – SUMMARY OF THE LEASES AND THE SCHOOL LOAN AGREEMENTS" attached hereto.

The Lessee will cause all Rent payable to the Borrower under the Series 2025 Leases to be payable in lawful money of the United States on or before the day on which it is due, without offset or deduction. Notwithstanding the foregoing, the Lessee will receive a credit for Rent owed to the applicable lessor to the extent the Trustee receives monies on behalf of the Lessee under the Intercept for the School. The Lessee has covenanted to take such action as may be necessary to include all such payments of Rent due under the Leases in its annual budgets, to make, as necessary, annual appropriations for all such payments and to take such action annually as shall be required to provide funds in such year for such payments of Rent.

Lessee's obligation to pay the Rent shall be a general obligation of the Lessee, payable from any revenues of the Lessee legally available therefor. "APPENDIX D – SUMMARY OF THE LEASES AND THE SCHOOL LOAN AGREEMENTS" attached hereto.

Pursuant to the Series 2025 Leases, the Lessee covenants that payment of management fees to third parties will be subordinate to payments of Rent under the Series 2025 Leases. See " – Certain Related Covenants – Financial Covenants – Subordination of Management Fees" below.

Certain Related Covenants

General. The Leases and School Loan Agreements contain various covenants (including reporting covenants), representations and warranties made by the Lessee to applicable Member. Covenants include:

(i) restrictions on the use of the applicable Facilities to the operation of the applicable School;

(ii) compliance by Lessee with applicable laws, including all environmental laws and Applicable Requirements (as defined in such Lease or the School Loan Agreement);

(iii) sublease and assignment restrictions without a Landlord's consent under the Leases;

(iv) covenants to maintain insurance policy coverages required under the Master Indenture, as set forth in such Leases and School Loan Agreements;

(v) indemnification of the applicable Landlord or School Lender pursuant to the terms of the Leases and School Loan Agreements;

(vi) covenant to take all reasonable actions to maintain Lessee's Charters;

(vii) limitations on disposition of property, plant and equipment of the Lessee;

(viii) covenant not to incur further indebtedness; and

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(ix) covenant not to take any action or omit to take any action that, if taken or omitted, would cause Lessee to lose status as an organization described under Section 501(c)(3) of the Code.

Liquidity Covenant. The Lessee covenants and agrees that its Days Cash on Hand shall be equal to or greater than 45 days beginning in the Fiscal Year ending June 30, 2026. The Lessee will provide a certificate to the applicable Member, the Trustee and the Master Trustee at the time of delivery of its financial statements for each Fiscal Year, commencing with the Fiscal Year ending June 30, 2026, certifying to the Days Cash on Hand as of the end of such Fiscal Year.

"Days Cash on Hand" means (a) the sum of the aggregate amount of (i) unrestricted cash and cash equivalents, (ii) unrestricted investments, each as shown on the Lessee's audited financial statements for each Fiscal Year, and (iii) any State payments accrued to such Fiscal Year and scheduled to be received within three months following the end of such Fiscal Year, divided by (b) the Total Program Operating Expenses for the applicable Fiscal Year divided by 365.

"Total Program Operating Expenses" means all reasonable and necessary current expenses of the Lessee; provided, however, "Total Program Operating Expenses" shall not include (i) any allowance for depreciation or amortization, (ii) expenses incurred in connection with capital improvements, (iii) expenses paid from grants from state, federal or local sources, or from any Person, which would generally be excluded under Program Revenues, (iv) expenses incurred for MTI Base Rent and School Loan Repayments payable under the Leases and School Loan Agreements, respectively, (v) expenses incurred under any capitalized leases, (vi) payments of the Debt Service Requirement of the Lessee and (vii) Central Office Management Fees.

"MTI Base Rent" means, with respect to any Lease, the amount of Rent designated as such; provided however that, total Base Rent for all Leases equals an amount not less than (a) the debt service due and payable on all Related Indebtedness with respect to Facilities plus (2) any Ground Rent on Facilities.

If the certificate indicates that the Days Cash on Hand as of such date was less than 45 days, it shall not constitute an event of default under the Lease or an Event of Default under the Master Indenture but Lessee covenants to retain an Independent Consultant at the expense of Lessee, on behalf of the Related Projects, within 45 days, to make recommendations to increase such balances in the then-current Fiscal Year to the required level or, if in the opinion of the Independent Consultant the attainment of such level is impracticable, to the highest level attainable in such Fiscal Year. The Independent Consultant selected and appointed by the Lessee may be rejected upon the written request of the Related Indebtedness Holders of not less than a majority in aggregate principal amount of the Related Indebtedness then Outstanding; if so rejected, the Lessee covenants to use its best efforts to appoint a new Independent Consultant within 45 days thereof. Any Independent Consultant will be required to submit its recommendations to the Lessor, the Related Lender/Bond Trustee and the Master Trustee within 90 days after being so retained. Upon submission of the Independent Consultant's report, the Lessee shall arrange for payment of the amount owed to the Independent Consultant and, within 30 days following receipt of the Independent Consultant's report, issue a written certificate to the Related Indebtedness Holders of the Outstanding Related Indebtedness, the Related Lender/Bond Trustee and the Master Trustee, and Lessor indicating the Lessee's acceptance or rejection of all or any material portion of the Independent Consultant's recommendations. Notwithstanding the foregoing, (x) the Related Indebtedness Holders of a majority of the Outstanding Related Indebtedness shall have the right, by written notice to the Lessee, to require the Lessee to comply with any recommendation of the Independent Consultant set forth in the Independent Consultant's report to the fullest extent practicable and allowed by law and (y) the failure of Lessee to comply with this covenant shall not constitute a Default or Breach unless Lessee fails to comply with the written direction of the Related Indebtedness Holders of a majority of the Outstanding Related Indebtedness to retain the Independent Consultant. Lessee will not be obligated to retain such an Independent Consultant more often than once during any 24-month period.

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Consolidated Base Rent Coverage Ratio Covenant. The Lessee covenants and agrees to calculate for each Fiscal Year its Consolidated Base Rent Coverage Ratio based on its audited financial statements for such Fiscal Year, and to provide a copy of such calculation for such period to the Lessor and the Master Trustee annually commencing with the Fiscal Year ending June 30, 2026.

Lessee shall deliver to the Lessor, the Related Lender/Bond Trustee and the Master Trustee an officer's certificate executed by the Chief Executive Officer or Chief Financial Officer of the Lessee, no later than 180 days after the close of each Fiscal Year, commencing with the Fiscal Year ended June 30, 2026, setting forth the Consolidated Base Rent Coverage Ratio as of the FY End Calculation Date.

If the Consolidated Base Rent Coverage Ratio as of any FY End Calculation Date is below 1.10, but above 1.00, the Lessee, at the written direction of at least a majority of the Related Indebtedness Holders of the Outstanding Related Indebtedness, shall retain, at its expense, an Independent Consultant acceptable to such Related Indebtedness Holders. The Independent Consultant shall deliver a written report to the Lessor, the Lessee, the Related Lender/Bond Trustee, the Master Trustee and the Related Indebtedness Holders, within 90 days following the Lessee's engagement of the Independent Consultant, containing recommendations concerning the Lessee with respect to the Related Projects' operations, financing practices and activities, including use of Short-Term Indebtedness, lease financing and investment activities; management practices, including use of consultants, budgeting practices, and on-going financial systems and monitoring of the Lessee's financial condition with respect to the Related Projects; governance and administrative practices; and such other matters relevant to maintaining compliance with the requirements under this provision. Upon submission of the Independent Consultant's report, the Lessee shall arrange for payment of the amount owed to the Independent Consultant and, within 30 days following receipt of the Independent Consultant's report, issue a written certificate to the Related Indebtedness Holders of the Outstanding Related Indebtedness, the Related Lender/Bond Trustee, the Master Trustee and Lessor indicating the Lessee's acceptance or rejection of all or any material portion of the Independent Consultant's recommendations. Notwithstanding the foregoing, (x) the Related Indebtedness Holders of a majority of the Outstanding Related Indebtedness shall have the right, by written notice to the Lessee, to require the Lessee to comply with any recommendation of the Independent Consultant set forth in the Independent Consultant's report to the fullest extent practicable and allowed by law and (y) the failure of Lessee to comply with this covenant shall not constitute a Default or Breach unless Lessee fails to comply with the written direction of the Related Indebtedness Holders of a majority of the Outstanding Related Indebtedness to retain the Independent Consultant.

It shall be considered an Event of Default if the Consolidated Base Rent Coverage Ratio as of any FY End Calculation Date, commencing with the Fiscal Year ended June 30, 2026, is below 1.0.

"Consolidated Base Rent Coverage Ratio" means the ratio determined by dividing Consolidated Net Program Operating Revenue, for such period by the Consolidated Base Rent Payment Obligation.

"Consolidated Base Rent Payment Obligation" means the sum of all Lessee Base Rent Payment Obligations for all Facilities and proposed Facilities.

"FY End Calculation Date" means each of June 30 of each year.

"Program Operating Expenses" means all reasonable and necessary current expenses of the Lessee relating solely and arising from the Related Projects, as a group; provided, however, "Program Operating Expenses" shall not include (i) any allowance for depreciation or amortization, (ii) expenses incurred in connection with capital improvements, (iii) expenses paid from any restricted grants from state, federal or local sources, or from any Person, which were excluded from Program Revenues, (iv) expenses incurred for MTI Base Rent and School Loan Repayments payable under the Leases and School Loan Agreements, respectively, (v) expenses incurred under any capitalized leases, (vi) payments of the Debt Service Requirement of the Lessee and (vii) Central Office Management Fees.

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Subordination of Management Fees. If Lessee enters into a Management Agreement for the payment of Central Office Management Fees to Lessee or any supporting organization of Lessee under Internal Revenue Code Section 509(a)(3), or any of their respective affiliates, with respect to the School, Lessee shall amend any such Management Agreement for the School such that, so long as Related Indebtedness remain outstanding: (i) the obligation of Lessee to pay Central Office Management Fees relating to the School shall be subordinate to its payment of operating expenses of the School, rent payments to Lessor under the Lease and/or School Loan Repayments under a School Loan Agreement; (ii) the obligation of Lessee to pay Central Office Management Fees relating to the School shall be suspended for any such time as the payment of Central Office Management Fees would cause Lessee to fail to meet any of the financial covenants contained in the applicable Lease or School Loan Agreement; and (iii) during any period of time when Central Office Management Fees remain unpaid, such fees shall accrue without interest. If Lessee has not engaged a separate manager with respect to the School, Lessee agrees that it shall not apply any Program Revenues to costs and expenses of management unless and until all Rent or School Loan Repayments, a applicable, is fully paid and the Master Indenture is not in default.

"Central Office Management Fees" means any fee or charge, including any funds transfer recognized as an expenditure for accounting purposes, charged by Lessee for management services provided to the Schools, including pursuant to a Management Agreement, which fee shall be subordinate to the payment of Rent due under the Lease and to payment of School Loan Repayments under the School Loan Agreement.

Limitation on Liens on Program Revenues. Pursuant to each Series 2025 Lease and Series 2025 School Loan Agreement, the Lessee covenants and agrees that, except for liens existing on the date of the agreements and liens in favor of the Authority or another agency of the State arising pursuant to Section 17199.4 of the Education Code and securing Lessee Indebtedness permitted thereunder it will not create, assume or suffer to exist any lien upon the Program Revenues and that, if a subordinate security interest is created or assumed upon the Program Revenues by the Lessee, the Lessee will make or cause to be made effective a provision whereby the obligations of the Lessee under such Series 2025 Lease or Series 2025 School Loan Agreement, as applicable, will be secured prior to any such indebtedness or other obligation secured by such security interest and that the revenues required by any related Intercept Notice to be deposited with a Related Bond Trustee will continue to be so deposited. The Lessee also covenants in each Series 2025 Lease and Series 2025 School Loan Agreement that, except for liens in favor of the Authority or another agency of the State arising pursuant to Section 17199.4 of the Education Code securing Lessee Indebtedness permitted thereunder, a security interest in the Program Revenues may only be created in connection with the issuance of Indebtedness under the Master Indenture.

Limitations on Obligated Group Program Indebtedness. The Lessee covenants that it will not incur, assume or guarantee ("incur") any Obligated Group Program Indebtedness (secured or unsecured), except Obligated Group Program Indebtedness with respect to purposes specifically benefiting the Lessee, and except as provided below.

(a) Short-Term Lessee Indebtedness. The Lessee may incur Obligated Group Program Short-Term Indebtedness (as defined below) for working capital purposes as in its judgment is deemed expedient, which may be secured on parity with the Lessee's obligations under the Leases and any School Loan Agreement, provided that in no event will the Lessee incur such Obligated Group Program Short-Term Indebtedness, together with Obligated Group Program Interim Indebtedness (as defined below), that is, on a combined basis, in excess of the greater of: (1) 35% of Operating Expenses in any Fiscal Year, or (2) the maximum amount of advance apportionment and principal apportionment due to the Project in any fiscal year that is deferred at any time or subject to deferral pursuant to Section 14041.6 of the Education Code or Sections 16325.5 and 16326 of the California Government Code, or any subsequent legislation authorizing additional deferrals of such apportionments (collectively "Maximum Deferred Apportionment").

"Obligated Group Program Short-Term Indebtedness" means all Obligated Group Program Indebtedness having an original maturity less than or equal to one year and not renewable at the option of the

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Lessee for a term greater than one year from the date of original incurrence or issuance, provided however, that any Obligated Group Program Short-Term Indebtedness that has been issued as revenue anticipation notes ("RANs") will not be included or counted as Obligated Group Program Short-Term Indebtedness to the extent that the RANs are secured by deferred state apportionment revenues expressly pledged and deposited in an intercept account to pay such RANs.

(b) Interim Indebtedness. The Lessee may incur Obligated Group Program Interim Indebtedness (as defined below) to finance or refinance existing capital needs as in its judgment is deemed expedient, which may be secured on parity with the Lessee's obligations under the Leases and any School Loan Agreement, provided that in no event will the Lessee incur such Obligated Group Program Interim Indebtedness, together with outstanding Short-Term Lessee Indebtedness, on a combined basis, is in excess of the greater of: (1) 35% of Operating Expenses in any Fiscal Year, or (2) Maximum Deferred Apportionment.

"Obligated Group Program Interim Indebtedness" means all Obligated Group Program Indebtedness having an original maturity less than or equal to five years and not renewable at the option of the Lessee for a term greater than five years from the date of original incurrence or issuance.

(c) Obligated Group Program Long-Term Indebtedness. The Lessee may incur Obligated Group Program Long-Term Indebtedness (as defined below) if, prior to the issuance of such Obligated Group Program Long-Term Indebtedness, the Obligated Group Representative files the following certificates and report, as applicable, with the Master Trustee:

(i) an Officer's Certificate is filed with the Master Trustee demonstrating that, for the Obligated Group's most recently completed Fiscal Year, the Lessee has complied with all covenants set forth in its School Loan Agreement or Lease, as applicable, as provided therein; and

(ii) either

(A) an Independent Consultant selected by the Lessee provides a written report setting forth projections which indicate that the Consolidated Base Rent Coverage Ratio for the first three full Fiscal Years following completion of such Facility or Facilities financed with such Additional Indebtedness in which the Lessee will have scheduled payments of interest on or principal of the Additional Indebtedness to be issued for the payment of which provision has not been made as indicated in the report of such Independent Consultant from proceeds of such Additional Indebtedness, investment income thereon or from other appropriate sources (other than Consolidated Base Rent), provides for a Consolidated Base Rent Coverage Ratio, taking into account all Outstanding Long Term Indebtedness and the Additional Indebtedness to be issued, of not less than 1.20:1.0. The report of the Independent Consultant shall take into account, when applicable, the audited results of operations and verified enrollment of the Related Schools for the most recently completed Fiscal Year and projected enrollment of the Related Schools and Gross Revenues at the completion of such Facility or Facilities financed with such Additional Indebtedness. In addition, the report of the Independent Consultant shall assume that the Long Term Indebtedness then to be incurred shall have been Outstanding for the entire year; or

(B) an Officer's Certificate is filed with the Master Trustee demonstrating that, based on audited results of the operations for the most recently completed Fiscal Year, the Consolidated Base Rent Coverage Ratio, taking into account all Outstanding Long-Term Indebtedness and the Additional Indebtedness to be issued, is not less than 1.10.

Obligated Group Program Long Term Indebtedness may also be incurred for the purpose of refunding any Outstanding Obligated Group Program Indebtedness, if prior to the incurrence thereof, there is delivered to the Trustee an Officer's Certificate demonstrating that (i) the maximum annual debt service with respect to all

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Obligated Group Program Long-Term Indebtedness will not increase by more than 10% after the incurrence of such proposed refunding of Obligated Group Program Long Term Lessee Indebtedness and after giving effect to the disposition of the proceeds thereof; (ii) the total debt service on the Obligated Group Program Long-Term Indebtedness being refinanced will not increase by more than 10% after the incurrence of such proposed refunding Obligated Group Program Long-Term Indebtedness and after giving effect to the disposition of the proceeds thereof; or (iii) the requirements of subsection (a)(1) above (regarding the Consolidated Base Rent Coverage Ratio) are met; provided that the foregoing shall not apply to any refinancing with Balloon Indebtedness.

"Obligated Group Program Long-Term Indebtedness" means all Obligated Group Program Indebtedness having an original maturity greater than one year or renewable at the option of the Lessee for a period greater than one year from the date of original incurrence or issuance thereof unless, by the terms of such Lessee Indebtedness, the Obligated Group Program Long-Term Indebtedness is not permitted to be outstanding thereunder for a period of at least 20 consecutive days during each calendar year.

(d) Facility Leases. Obligated Group Program Indebtedness consisting of leases for charter school facilities, the term of which do not exceed two years (including any term extension options), may be incurred without limitation.

A lease for a charter school or other facility with a term exceeding two years (including any term extension options) shall be considered Obligated Group Program Long-Term Indebtedness.

(f) Subordinate Lessee Indebtedness. Subordinate Lessee Indebtedness may be incurred without limitation.

"Subordinate Lessee Indebtedness" means all Lessee Indebtedness the repayment of which is expressly subordinate to the repayment of (i) the obligations of the Lessee under all Leases and School Loan Agreements, and (ii) Lessee Indebtedness secured on parity with obligations of the Lessee under all Leases and School Loan Agreements.

Other Financial Covenants. Additionally, the Lessee will make the following covenants in each Series 2025 Lease and Series 2025 School Loan Agreement relating to a Related Project financed by the Authority:

Use of Intercept Moneys. The Lessee covenants that all funds subject to an Intercept shall only be transferred to a Related Lender/Bond Trustee for Related Indebtedness issued by the Authority.

Use of Public Moneys. The Lessee covenants that it will not use any public money, assets, and funds for support of the public school system that it receives through apportionments from the State in a manner that conflicts with or constitutes on its part or on the part of the School a violation or breach of any California statute, rule or regulation governing the use of those moneys.

In addition, the Authority will be a third-party beneficiary with respect to the foregoing provisions under each Series 2025 Lease or Series 2025 School Loan Agreement.

Limitation on Disposition of Property, Plant and Equipment. Lessee covenants that, without the consent of the Master Trustee, it will not dispose or transfer any property, plant and equipment consisting of all or any part of the applicable Premises, including pursuant to any lease, except for dispositions or transfers:

(a) of property, plant and equipment no longer necessary for the operation of the Premises;

(b) of property, plant and equipment replaced by property, plant and equipment of similar type and/or of substantially equivalent function with a substantially equivalent value; or

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(c) of property, plant and equipment sold or disposed of at a price equal to its fair market value.

See "CERTAIN RISK FACTORS – No Fee Interest in Certain Facilities – State Lien and Restrictive Covenants, Conditions and Restrictions on MSA-SA Facilities" for additional restrictions relating to the MSA-SA Facilities.

Financial Reporting. The Lessee agrees to provide the Borrower, and upon written request of the Trustee or Master Trustee, to the Trustee or Master Trustee, the following information:

(a) Quarterly unaudited financial information and operating data of the School not later than 60 days after the end of each quarter, commencing with the quarter ending June 30, 2025.

(b) Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending December 31, 2025, a report of the School's quarterly enrollment data and waitlist data by grade for the previous fiscal quarter.

(c) Prior to the end of each fiscal year, a copy of the annual budget of the School for the subsequent Fiscal Year.

(d) Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending December 31, 2025, a year to date comparison of the revenue and expenditures in the unaudited financial statements for such quarter to the annual budget for the applicable fiscal year.

(e) Quarterly, not later than 60 days after the end of each quarter, commencing with the quarter ending December 31, 2025, a copy of any recommendations of any Independent Consultant received in accordance with the Master Indenture pursuant to the Liquidity Covenant and Consolidated Base Rent Coverage Ratio covenant under the Lease described above.

(f) Annually, no later than six (6) months after the close of each fiscal year, commencing with the Fiscal Year ending June 30, 2025, copies of the audited financial statements of the Lessee and the School for the prior fiscal year prepared in accordance with generally accepted accounting principles applicable to nonprofit corporations from time to time, if available.

(g) Annually, no later than six (6) months after the close of each fiscal year, commencing with the Fiscal Year ending June 30, 2026, the certifications and calculations of the Consolidated Days Cash on Hand and the Consolidated Base Rent Coverage Ratio as described in the Liquidity Covenant and Consolidated Base Rent Coverage Ratio covenant under the Lease described above.

(h) Such other information as may be reasonably requested by the Borrower, the applicable Issuer, the Trustee or the Master Trustee.

See "APPENDIX D – SUMMARY OF THE LEASES AND THE SCHOOL LOAN AGREEMENTS" attached hereto.

CHARTER SCHOOLS

General

This section provides a brief overview of California's charter school law. Prospective purchasers of the Bonds should note that the overview contained in this section and the summary of relevant law noted by cross-reference in the sections that follow are provided for the convenience of prospective purchasers but are not and do not purport to be comprehensive. Additional information regarding various aspects of charter

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school funding in California is available on numerous State-maintained websites and through other publicly available sources.

Under State Law, charter schools are largely independent schools operating as part of the public school system under the exclusive control of the officers of the public schools. A charter school is usually created or organized by a group of teachers, parents and community leaders, or a community-based organization, and is usually sponsored by an existing local public school district or county board of education. Specific goals and operating procedures for the charter school are detailed in a "charter" granted by the sponsoring board to the charter organizers.

A charter school is generally exempt from the laws governing school districts, except where specifically noted in the law. Charter schools in the State are created pursuant to Part 26.8 (beginning with Section 47600) of Division 4 of Title 2 of the Education Code (the "Charter School Law"). The law also requires that a public charter school be nonsectarian in its programs, admission policies, employment practices and all other operations, and prohibits the conversion of a private school to a charter school. Public charter schools may not charge tuition and may not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability. State public charter schools are required to participate in the State Testing and Reporting Program.

According to the Charter School Law, the purpose of a charter school is to: (1) improve pupil learning; (2) increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils identified as academically low achieving; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; (5) provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; (6) hold schools accountable for meeting measurable pupil outcomes and provide schools a way to shift from a rule-based to a performance-based system of accountability; and (7) provide vigorous competition within the public school system to stimulate continual improvements in all public schools.

Anyone may write a charter. However, for a new charter school (not conversion of an existing traditional public school), charter developers must present a petition to the governing board of the local school district (or other chartering authority) containing the signatures of either: (1) a number of teachers meaningfully interested in teaching at the school equal to at least 50 percent of the number of teachers the charter school estimates will be employed during the charter school's first year of operation, or (2) a number of parents or legal guardians representing at least 50 percent of the number of pupils expected to enroll at the school in its first year. For conversion schools, Charter School Law requires signatures of at least 50 percent of the permanent status teachers at the school to be converted. Pupils may not be required to attend a charter school nor may teachers be compelled to teach there. Charters are granted for a maximum term of five years, and may be renewed for new five-year terms without limitation upon satisfaction of certain criteria described below; provided, however, that under certain circumstances, high-performing charter schools may be renewed for a period of between five seven years.

Generally, each charter school is funded to its statutory entitlement after the local contribution is taken into account. Local funding comes from the chartering school district or other sponsoring local education agency in lieu of property taxes (generally funded from the school district's own property tax receipts), while the State funds the balance directly through the county office of education. The proportion coming from the State will vary from district to district depending on the amount of local property taxes collected. In addition, charter schools receive certain State funding and lottery funds based upon pupil attendance, and may be eligible for other special programmatic aid from State and federal grants. Charter schools are prohibited from charging tuition under the Charter School Law.

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For additional information regarding funding of education in the State and information relating to certain risks and other considerations relevant to a decision to invest in the Bonds, see "STATE FUNDING OF EDUCATION" and "CERTAIN RISK FACTORS – Specific Risks of Charter Schools" herein.

Chartering Authority

Under the Charter School Law, the local school district governing board serves as the primary chartering authority. A petitioner may seek approval of a charter from a county board of education if the pupils to be served are pupils that would normally be provided direct education and related services by the county office of education. A petitioner may also seek approval from a county board of education for a countywide charter school, which may be granted only if the county board finds that the proposed countywide charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates only in one school district in the county. See " – Countywide Benefit Charter Schools" below. Petitioners may request the county board of education to review a charter petition if the petition has been previously denied by the local school district governing board.

If the governing board of a school district denies a petition and the county lacks an independent county board of education, the petitioner may elect to submit the petition for the establishment of a charter school to the state board. If the denial of a charter petition is reversed by the state board, the state board shall designate the governing board of the school district in which the charter school is located as the chartering authority.

If the county board of education denies a petition, the petitioner may appeal that denial to the state board. The state board shall either hear the appeal or summarily deny review of the appeal based on the documentary record. If the state board hears the appeal, the state board may affirm the determination of the governing board of the school district or the county board of education, or both of those determinations, or may reverse only upon a determination that there was an abuse of discretion. If the denial of a charter petition is reversed by the state board, the state board shall designate, in consultation with the petitioner, either the governing board of the school district or the county board of education in which the charter school is located as the chartering authority.

For information concerning the charters granted with respect to each of the Schools, see "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" attached hereto.

Elements of a Charter Petition

Each charter petition, at a minimum, must contain reasonably comprehensive descriptions of each of sixteen required elements. They are:

1. A description of the educational program of the charter school.

2. The annual goals for the charter school for all pupils and for each subgroup of pupils, and specific annual actions to achieve those goals.

3. If the proposed charter school will serve high school pupils, the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

4. The measurable pupil outcomes identified for use by the charter school.

5. The method by which pupil progress in meeting those pupil outcomes is to be measured.

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6. The charter school's governance structure, including parental involvement.

7. The qualifications to be met by individuals employed by the charter school.

8. Procedures to ensure health and safety of pupils and staff. These procedures shall include: that each employee of the charter school furnish the charter school with a criminal record summary; the development of a school safety plan; and that the school safety plan be reviewed and updated by March 1 of every year by the charter school.

9. The means by which the charter school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, reflective of the general population residing in the chartering district.

10. Admission policies and procedures, consistent with the requirements in Education Code Section 47605(e).

11. The manner in which annual, independent financial audits will be conducted, and the manner in which audit exceptions and deficiencies will be resolved to the satisfaction of the chartering authority.

12. The procedures by which pupils may be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason.

13. Provisions for employee coverage under the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.

14. The public school attendance alternatives for pupils residing within the district who choose not to attend charter schools.

15. A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.

16. The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.

17. A declaration of whether or not the charter school will be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act.

18. A description of the procedures for closure of the school, including the disposition of assets and the maintenance and transfer of pupil records.

Under the accountability requirements of Assembly Bill 1137 ("AB 1137"), signed into law in October 2003, districts or other agencies that grant charter authority must identify a contact person for charter schools, visit each charter school at least once a year, and ensure that charter schools submit all required reports (including fiscal reports that must be sent four times a year to the district and local county office of education). In addition, the district must monitor the fiscal condition of its charter schools and notify the State Department of Education whenever a charter is granted, denied, revoked, or the charter school will cease operation. AB 1137 also required that charter schools show a certain level of academic performance to have their charters renewed.

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Approval or Denial of Charter Petition

No later than 60 days after receiving a petition, the governing board of the school district will hold a public hearing on the provisions of the charter, at which time the governing board of the school district will consider the level of support for the petition by teachers employed by the school district, other employees of the school district, and parents. Following review of the petition and the public hearing, the governing board of the school district will either grant or deny the charter within 90 days of receipt of the petition, provided, however, that the date may be extended by an additional 30 days if both parties agree to the extension.

The governing board of the school district will publish all staff recommendations, including the recommended findings and, if applicable, the certification from the county superintendent of schools prepared pursuant to paragraph (8) below, regarding the petition at least 15 days before the public hearing at which the governing board of the school district will either grant or deny the charter. At the public hearing at which the governing board of the school district will either grant or deny the charter, petitioners will have equivalent time and procedures to present evidence and testimony to respond to the staff recommendations and findings.

In reviewing petitions for the establishment of charter schools authorized by a school district, the chartering authority will be guided by the intent of the State Legislature that charter schools are and should become an integral part of the California educational system and that the establishment of charter schools should be encouraged. The governing board of the school district will grant a charter for the operation of a school if it is satisfied that granting the charter is consistent with sound educational practice and with the interests of the community in which the school is proposing to locate. The governing board of the school district shall consider the academic needs of the pupils the school proposes to serve.

The governing board of the school district will not deny a petition for the establishment of a charter school unless it makes written factual findings, specific to the particular petition, setting forth specific facts to support one or more of the following findings:

(1) The charter school presents an unsound educational program for the pupils to be enrolled in the charter school;

(2) The petitioners are demonstrably unlikely to successfully implement the program set forth in the petition;

(3) The petition does not contain the number of required signatures;

(4) The petition does not contain an affirmation of each of the admission conditions described in Education Code Section 47605(e);

(5) The petition does not contain reasonably comprehensive descriptions of all of the elements described in " – Elements of a Charter Petition" herein; and

(6) The petition does not contain a declaration of whether or not the charter school will be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 of the Government Code.

(7) The charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. Analysis of this finding shall include consideration of the fiscal impact of the proposed charter school. A written factual finding under this paragraph shall detail specific facts and circumstances that analyze and consider the following factors:

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(A) The extent to which the proposed charter school would substantially undermine existing services, academic offerings, or programmatic offerings.

(B) Whether the proposed charter school would duplicate a program currently offered within the school district and the existing program has sufficient capacity for the pupils proposed to be served within reasonable proximity to where the charter school intends to locate.

(8) The school district is not positioned to absorb the fiscal impact of the proposed charter school. A school district satisfies this paragraph if it has a qualified interim certification pursuant to Section 1240 of the Education Code and the county superintendent of schools, in consultation with the County Office Fiscal Crisis and Management Assistance Team, certifies that approving the charter school would result in the school district having a negative interim certification pursuant to Section 1240 of the Education Code, has a negative interim certification pursuant to Section 1240 of the Education Code, or is under state receivership. Charter schools proposed in a school district satisfying one of these conditions shall be subject to a rebuttable presumption of denial.

In reviewing petitions for the establishment of charter schools within the school district, the governing board of the school district will give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Board of Education.

If the governing board of a school district denies a petition, the petitioner may elect to submit the petition for the establishment of a charter school to the county board of education. The county board of education will review the petition pursuant to the same process by which a school district reviews a charter school petition.

If the governing board of a school district denies a petition and the county board of education has jurisdiction over a single school district, the petition may elect to submit the petition for the establishment of a charter school to the state board. The state board will review the petition pursuant to the same process by which a school district reviews a charter school petition. If the denial of a charter petition is reversed by the state board, the state board shall designate the governing board of the school district in which the charter school is located as the chartering authority.

If the county board of education denies a petition, the petitioner may appeal that denial to the state board. The state board will either hear the appeal or summarily deny review of the appeal based on the documentary record. If the state board hears the appeal, the state board may affirm the determination of the governing board of the school district or the county board of education, or both of those determinations, or may reverse only upon a determination that there was an abuse of discretion. If the denial of a charter petition is reversed by the state board, the state board will designate, in consultation with the petitioner, either the governing board of the school district or the county board of education in which the charter school is located as the chartering authority.

If either the county board of education or the state board fails to act on a petition within 180 days of receipt, the decision of the governing board of the school district to deny the petition will be subject to judicial review.

Charter Renewal

A chartering authority may grant one or more renewals of a charter petition. Except as otherwise described herein, each renewal will be for a period of five years. Renewals and material revisions of charters are governed by the same standards and criteria as initial approvals of charter petitions, and will include, but

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not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.

AB 130 (as defined herein), which was signed into law by the Governor on July 9, 2021, automatically extends by two years the term of all existing charter schools whose term expires between January 1, 2022 and June 30, 2025, inclusive. See "– Amendments to the Charter School Law" below.

A charter school that, concurrently with its renewal, proposes to expand operations to one or more additional sites or grade levels must request a material revision to its charter, which may be made only with the approval of the chartering authority and is governed by the standards and criteria of an initial approval or denial of a charter petition. Paragraphs numbered (7) and (8) under the heading " – Approval or Denial of Charter Petition" above may not be used to deny a renewal of an existing charter school, but may be used to deny a proposed expansion constituting a material revision.

The chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the California School Dashboard and the performance of the charter school on the local indicators included in the California School Dashboard. The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal. In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence, demonstrated by verified data, showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

The chartering authority may deny a charter renewal only upon making written findings, setting forth specific facts to support the findings, that the charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to the pupils of the school, that closure of the charter school is in the best interest of pupils and, if applicable that its decision provided greater weight to performance on measurements of academic performance.

Authorizer Shall Renew. The chartering authority shall not deny renewal for a charter school if either of the following apply for two consecutive years immediately preceding the renewal decision; provided, however, that a charter school eligible for technical assistance shall not qualify for renewal under this provision:

(A) The charter school has received the two highest performance levels schoolwide on all the state indicators included in the California School Dashboard for which it receives performance levels; and

(B) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average.

The chartering authority that granted the charter may renew a charter pursuant to this paragraph for a period of between five and seven years.

Notwithstanding the above, the chartering authority may deny renewal of a charter school upon a finding that the school is demonstrably unlikely to successfully implement the program set forth in the petition due to

substantial fiscal or governance factors, or is not serving all pupils who wish to attend. The chartering authority may deny renewal of a charter school pursuant to this provision only after it has provided at least 30 days' notice to the charter school of the alleged violation and provided the charter school with a reasonable opportunity to cure the violation, including a corrective action plan proposed by the charter school.

Authorizer Shall Not Renew. The chartering authority shall not renew a charter if either of the following apply for two consecutive years immediately preceding the renewal decision:

(A) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the California School Dashboard for which it receives performance levels.

(B) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.

The chartering authority shall consider the following factors, and may renew a charter that meets the criteria above only upon making both of the following written factual findings, specific to the particular petition, setting forth specific facts to support the findings:

(A) The charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

(B) There is clear and convincing evidence showing either of the following:

(i) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.

(ii) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

For a charter renewed pursuant to this provision, the chartering authority may grant a renewal for a period of two years.

Countywide Benefit Charter Schools

Education Code Section 47605.6 provides for the creation of countywide benefit charter schools to operate at one or more sites within the geographic boundaries of a county and that provide instructional services that are not generally provided by a county office of education. A county board of education may approve a countywide charter only if it finds, in addition to the other requirements of the Charter School Law, that the educational services to be provided by the charter school will offer services to a pupil population that will benefit from those services and that cannot be served as well by a charter school that operates in only one school district in the county.

The provisions governing denial of a charter petition for school district governing boards also apply to the denial of a charter petition for countywide benefit charters. A county board of education will deny a petition if it finds one or more of the following: (i) the charter school presents an unsound educational program for the pupils to be enrolled in the charter school, (ii) petitioners are demonstrably unlikely to successfully implement the program set forth in the petition, (iii) the petition does not contain the number of required signatures, (iv) the petition does not contain an affirmation of each of the enumerated conditions described in Education Code Section 47605(e), (v) the petition does not contain reasonably comprehensive descriptions of

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the educational program of the school, measurable pupil outcomes and certain other factors, as required by State law, (vi) the petition does not contain a declaration of whether or not the charter school will be deemed the exclusive public employer of the employees of the charter school for purposes of Chapter 10.7 of the Government Code, and (vii) any other basis that the county board of education finds justifies the denial of the petition. If a petition for a countywide benefit charter is denied, or the renewal of an existing countywide benefit charter is denied, the petition may not be submitted to the State Board of Education ("SBE") for review.

None of the Schools operates pursuant to a countywide benefit charter. See "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" attached hereto.

Charter Management Organizations

As the number of charter schools operating pursuant to the Charter School Law has increased over time, nonprofit organizations have been established, referred to as charter management organizations ("CMOs"), to manage the operations of several charter schools for the purpose of achieving certain economic and operational efficiencies. CMOs centralize or share certain functions and resources among multiple charter schools, including but not limited to accounting, human resources, marketing, purchasing, property management and administration. CMOs may operate at the regional or statewide level. MERF functions as a CMO for the Schools. See "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" attached hereto.

Charter Revocation

A charter may be revoked if the charter granting authority finds, based on substantial evidence, that a charter school (i) has committed a material violation any of the conditions, standards or procedures set forth in its charter, or (ii) has failed to meet or to pursue any of the student outcomes identified in its charter, or (iii) has failed to meet generally accepted accounting principles, or engages in fiscal mismanagement, or (iv) has violated any provision of law. Prior to revoking a charter, the charter granting authority must notify the charter school of the violation, afford the charter school a reasonable opportunity to remedy the violation (unless the authority determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils), and, upon failure to do so, give written notice of intent to revoke and notice of facts in support of revocation to the charter school and hold a public hearing on the matter. An adverse decision by a school district governing board may be appealed to the county board of education and an adverse decision by the county board, directly or on appeal, may be appealed to the SBE. See "CERTAIN RISK FACTORS – Specific Risks of Charter Schools – Non-Renewal or Revocation of Charters" herein.

In addition, the SBE may take action based on the recommendation of the State Superintendent of Public Instruction, including but not limited to revocation of a school's charter, upon a finding of (i) gross financial mismanagement that jeopardizes the financial stability of the charter school, (ii) illegal or substantially improper use of charter school funds for the personal benefit of any officer, director or fiduciary of the charter school, (iii) substantial and sustained departure from measurably successful practices such that continuing departure would jeopardize the educational development of the school's pupils, or (iv) failure to improve pupil outcomes across multiple state and school priorities identified in the charter. Regulations promulgated by the SBE require the California Department of Education to identify and notify the SBE of each charter school that is determined to warrant action pursuant to clause (iii) of the immediately preceding sentence by November 1 of each year. Under these regulations, charter schools so notified are required to be given an opportunity to submit written information as to why its charter should not be revoked. Any resulting action to revoke a charter is effective at the end of the fiscal year in which the action is taken, unless the SBE identifies departures at the school that are so significant as to be cause for immediate revocation and closure of the charter school. The regulations require the SBE to hold a public hearing to consider action including but

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not limited to charter revocation not later than March 31. See "CERTAIN RISK FACTORS – Specific Risks of Charter Schools – Non-Renewal or Revocation of Charters" herein.

MERF has not received any notice from the SBE or the chartering authorities of any of the Schools regarding any violation or proposal to revoke any of the Schools' charters or of any other violation requiring corrective action. In addition, as noted above, any future adverse decision by the governing board of any authorizing entity may be appealed to the applicable county Board of Education and an adverse decision by such Board of Education, directly or on appeal, may be appealed to the SBE. See "APPENDIX A –CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" attached hereto."

Amendments to the Charter School Law

The Legislature has amended the Charter School Law frequently since its initial adoption in 1992, and legislative and public attitudes are still evolving. Neither the Lessee nor any charter school has any control over State legislative or regulatory decision making that could affect the operations or ongoing funding sources for the Obligated Group Schools.

None of the Borrower or MERF makes any representation as to whether any proposed amendments to the Charter School Law will be enacted into law, or what, if any, impact such proposed amendments would have on the Borrower or MERF.

Growth in Charter Schools in California

California has the largest concentration of charter schools in the nation with approximately 727,723 students enrolled in charter schools for the 2024-25 school year (up approximately 15,525 students from the prior school year), which was approximately 12.5% of total state-wide enrollment in the 2024-25 school year up from approximately 12.2 percent of total state-wide enrollment in the prior school year). The table on the following page shows the total number of charter schools in California by year since 1998-99 of total state-wide the prior school year).

TOTAL CHARTER SCHOOLS IN CALIFORNIA
Fiscal Years 1998-99 Through 2024-25

Fiscal Year	*Number of Charter Schools*
2024-25	1,279
2023-24	1,281
2022-23	1,285
2021-22	1,289
2020-21	1,296
2019-20	1,304
2018-19	1,323
2017-18	1,275
2016-17	1,254
2015-16	1,230
2014-15	1,182
2013-14	1,130
2012-13	1,063
2011-12	982
2010-11	912
2009-10	809
2008-09	746
2007-08	682
2006-07	585

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2005-06	560
2004-05	502
2003-04	443
2002-03	408
2001-02	349
2000-01	299
1999-00	235
1998-99	177

Source: The Borrower.

STATE FUNDING OF EDUCATION

General

The Charter School Law provides that the State legislature intended "each charter school be provided with operational funding that is equal to the total funding that would be available to a similar school district serving a similar pupil population . . ." As is true for school districts in the State, charter schools' revenue is derived primarily from two sources: a State portion funded from the State's general fund and a locally generated portion derived from each sponsoring school district's share of the local *ad valorem* property tax. Decreases in State revenues, or in the legislative appropriations made to fund education, may significantly affect charter schools' operations.

Adoption of Annual State Budget. According to the State Constitution, the Governor of the State is required to propose a budget to the State Legislature no later than January 10 of each year, and a final budget must be adopted by the State Legislature no later than June 15, although this deadline has been breached in previous years. Historically, the budget required a two-thirds vote of each house of the State Legislature for passage. However, on November 2, 2010, the State's voters approved Proposition 25, which amended the State Constitution to lower the vote requirement necessary for each house of the State Legislature to pass a budget bill and send it to the Governor. Specifically, the vote requirement was lowered from two-thirds to a simple majority (50% plus one) of each house of the State Legislature. This lower vote requirement also applies to trailer bills that appropriate funds and are identified by the State Legislature "as related to the budget in the budget bill." The budget becomes law upon the signature of the Governor, who may veto specific items of expenditure. Under Proposition 25, a two-thirds vote of the State Legislature is still required to override any veto by the Governor. School district budgets must generally be adopted by July 1, and revised by the school board within 45 days after the Governor signs the budget act to reflect any changes in budgeted revenues and expenditures made necessary by the adopted State budget. See " – 2024-25 State Budget" below

Failure by the State to adopt a budget may restrict the State Controller's ability to disburse State funds. Under the rule of White v. Davis (also referred to as Jarvis v. Connell), a State Court of Appeal decision reached in 2002 and later refined by a California Supreme Court decision in 2003, the State Controller may be able to disburse State funds after the beginning of the fiscal year prior to the adoption of the State budget bill or emergency appropriation if the expenditure, among other things, is (i) authorized by a continuing appropriation found in statute, (ii) mandated by the State Constitution (such as appropriations for salaries of elected state officers), or (iii) mandated by federal law (such as payments to State workers at no more than minimum wage). The State Controller has consistently stated that basic State funding for schools is continuously appropriated by statute, but that special and categorical funds may not be appropriated without an adopted budget. Should the State Legislature fail to pass a budget or emergency appropriation before the start of any fiscal year, the Lessee and the Borrower might experience delays in receiving certain expected revenues. See "CERTAIN RISK FACTORS" herein.

State income tax and other receipts can fluctuate significantly from year to year, depending on economic conditions in the State and the nation. Because funding for education is closely related to overall State income, as described in this section, funding levels can also vary significantly from year to year, even in

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the absence of significant education policy changes. A brief description of the adopted State budget for the current fiscal year is included below; however, no prediction can be made as to how State income or State education funding will vary over the entire term to maturity of the Bonds, and neither the Borrower nor the Lessee takes any responsibility for informing Beneficial Owners of the Bonds as to any such annual fluctuations. Information about the State budget and State spending for education is regularly available at various State maintained websites. Text of proposed and adopted budgets may be found at the website of the Department of Finance, www.dof.ca.gov., under the heading "California Budget." An impartial analysis of the budget is posted by the Office of the Legislative Analyst at www.lao.ca.gov. In addition, various State of California official statements, many of which contain a summary of the current and past State budgets and the impact of those budgets on school districts in the State, may be found at the Electronic Municipal Market Access ("EMMA") website of the Municipal Securities Rulemaking Board, currently located at http://emma.msrb.org. The information referred to is prepared by the respective entities maintaining each website and not by the Borrower or the Lessee, and neither the Borrower nor the Lessee can take any responsibility for the continued accuracy of these internet addresses or for the accuracy, completeness or timeliness of information posted there, and such information is not incorporated herein by these references. The information referred to above should not be relied upon in making an investment decision with respect to the Bonds.

Aggregate State Education Funding. Under Proposition 98, a constitutional and statutory amendment adopted by the State's voters in 1988 and amended by Proposition 111 in 1990 (now found at Article XVI, Sections 8 and 8.5 of the Constitution), a minimum level of funding is mandated for school districts, community college districts, and other State agencies that provide direct elementary and secondary instructional programs, including charter schools.

The Proposition 98 guaranteed amount for education is based on prior year funding, as adjusted through various formulas and tests that take into account State proceeds of taxes, local property tax proceeds, school enrollment, per capita personal income, and other factors. The State's share of the guaranteed amount is based on State general fund tax proceeds and is not based on the general fund in total or on the State budget. The local share of the guaranteed amount is funded from local property taxes. The total guaranteed amount varies from year to year and throughout the stages of any given fiscal year's budget, from the Governor's initial budget proposal to actual expenditures to post year end revisions, as additional information regarding the various factors becomes available. Over the long run, the guaranteed amount may increase as enrollment and per capita personal income grow.

If, at year end, the guaranteed amount is calculated to be higher than the amount actually appropriated in that year, the difference becomes an additional education funding obligation, referred to as "settle up." If the amount appropriated is higher than the guaranteed amount in any year, that higher funding level permanently increases the base guaranteed amount in future years. The Proposition 98 guaranteed amount is reduced in years when general fund revenue growth lags personal income growth, and may be suspended for one year at a time by enactment of an urgency statute. In either case, in subsequent years when State general fund revenues grow faster than personal income (or sooner, as the State Legislature may determine), the funding level must be restored to the guaranteed amount, the obligation to do so being referred to as "maintenance factor."

In recent years, the State's response to fiscal difficulties has had a significant impact on Proposition 98 funding and settle-up treatment. The State has sought to avoid or delay paying settle-up amounts when funding has lagged the mandated amount. In response, teachers' unions, the State Superintendent and others sued the State or Governor in 1995, 2005, 2009 and 2011 to force them to fund schools in the full amount required. The settlement of the 1995 and 2005 lawsuits has so far resulted in over $4 billion in accrued State settle-up obligations. However, legislation enacted to pay down the obligations through additional education funding over time, including the Quality Education Investment Act of 2006 (QEIA), have also become part of annual budget negotiations, resulting in repeated adjustments and deferrals of the settle-up amounts.

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The State has also sought to preserve general fund cash while avoiding increases in the base guaranteed amount through various mechanisms: by treating any excess appropriations as advances against subsequent years' Proposition 98 minimum funding levels rather than current year increases; by temporarily deferring apportionments of Proposition 98 funds from one fiscal year to the next; by permanently deferring apportionments of Proposition 98 funds from one fiscal year to the next; by suspending Proposition 98, as the State did in fiscal years 2004-05, 2010-11, 2011-12 and 2012-13; and by proposing to amend the Constitution's definition of the guaranteed amount and settle up requirement under certain circumstances. The 2014-15 State Budget and 2015-16 State Budget reversed certain of these trends by, among other things, eliminating certain deferrals, authorizing payments of certain deferred amounts owed to schools subject to State General Fund Revenues and authorizing settle-up payments with respect to deferred apportionments of the Proposition 98 minimum guarantee.

2024-25 State Budget. On June 29, 2024, the Governor signed the State budget for fiscal year 2024-25 (the "2024-25 State Budget"). The following is drawn from the DOF summary of the 2024-25 State Budget.

The 2024-25 State Budget reported that, emerging from the COVID-19 pandemic, the State had experienced significant revenue volatility occasioned by unprecedented revenue growth that was quickly followed by a sharp correction back towards to historical trends, as well as federal and state income tax deadline delays which significantly clouded the State's revenue forecast. The 2024-25 State Budget estimated that the State was facing a budget shortfall in fiscal year 2024-25 of approximately $46.8 billion. The 2024-25 State Budget solved the projected deficit through a mix of broad-based measures, including:

- *Reductions* – $16 billion of reductions to various State programs and operations, including (i) a reduction to State operations of approximately 7.95% beginning in fiscal year 2024-25 to nearly all department budgets, (ii) a permanent reduction of $1.5 billion by reducing departmental budgets for vacant positions, (iii) an additional reduction of $358 million (for a total of $750 million) to the Department of Corrections and Rehabilitation in fiscal years 2022-23 through 2024-25, and (iv) various one-time and ongoing reductions to State programs, including the California Student Housing Loan Program, the Learning-Aligned Employment Program, the Middle Class Scholarship Program, affordable housing programs, healthcare workforce programs and State and local public health efforts.

- *Revenue and Internal Borrowing* – $13.6 billion in additional revenue sources and internal borrowings from special funds, including (i) suspension of the Net Operating Loss tax deduction for companies with over $1 million in taxable income and limits on business tax credits to $5 million in fiscal years 2024-25 through 2026-27, (ii) an increase to the managed care organization tax of $5.1 billion in fiscal year 2024-25, $4.6 billion in fiscal year 2025-26 and $4 billion in fiscal year 2026-27.

- *Reserves* – The 2024-25 State Budget withdrew $12.2 billion from the BSA over the next two fiscal years ($5.1 billion in fiscal year 2024-25 and $7.1 billion in fiscal year 2025-26), and $900 million from the Safety Net Reserve in fiscal year 2024-25. The 2024-25 State Budget also withdraws the full balance in the PSSSA ($5.3 billion) to support LCFF costs in fiscal year 2023-24. The 2024-25 State Budget also authorizes a discretionary payment to the PSSSA in fiscal year 2024-25 of $1.1 billion. As a result, school reserve caps are not projected to be triggered in fiscal year 2024-25 and 2025-26.

- *Fund Shifts* – The 2024-25 State Budget shifted $6.0 billion of expenditures from the State general fund to other funds, including (i) applying a prior CalPERS supplemental pension payment to the State's overall pension liability, reducing required employer contributions in fiscal year 2024-25 by $1.7 billion, and (ii) $3.9 billion from the State general fund to the

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Greenhouse Gas Reduction Fund to support the Transit and Intercity Rail Capital Program as well as clean energy and other climate programs.

- *Delays and Pauses* – $3.1 billion of delays to avoid increases in future obligations and potential shortfalls, including (i) delaying for two years the expansion of the California Food Assistance Program, (ii) delaying for two years the implementation of increased pay to providers of assistance to individuals with developmental disabilities, (iii) delaying for two years the expansion of child care slots, and (iv) delaying funding to the Broadband Last Mile program, which provides funding for projects that increase internet access in low income communities, to fiscal year 2027-28.

- *Deferrals* – $2.1 billion of deferrals in certain State payments, including (i) a deferral of $3.2 billion (including $1.6 billion from the State general fund) for one month of State employees' payroll costs, and (ii) a multi-year deferral of $524 million for the University of California/California State University compact which advances several shared student goals. The 2024-25 State Budget also authorizes LCFF apportionment deferrals of $246 million from 2024-25 to 2025-26 (as further described herein).

For fiscal year 2023-24, the 2024-25 State Budget projected total general fund revenues and transfers of $189.4 billion and authorized expenditures of $223.1 billion. The State was projected to end the 2023-24 fiscal year with total reserves of $26.4 billion, including $22.6 billion in the BSA, $2.9 billion in the traditional general fund reserve, and $900 million in the Safety Net Reserve Fund. The 2024-25 State Budget also authorized the withdrawal of the full amount on deposit in the PSSSA, leaving a zero balance. For fiscal year 2024-25, the 2024-25 State Budget projected total general fund revenues and transfers of $212.1 billion and authorizes expenditures of $211.5 billion. The State was projected to end the 2024-25 fiscal year with total reserves of $22.2 billion, including $3.5 billion in the traditional general fund reserve, $17.6 billion in the BSA and $1.1 billion in the PSSSA. The Safety Net Reserve was projected to have a zero balance.

The 2024-25 State Budget set total funding for all K-12 education programs at $133.8 billion, including $81.5 billion from the State general fund and $52.3 billion from other sources. The minimum funding guarantee in fiscal year 2024-25 was set at $115.3 billion. The 2024-25 State Budget also made retroactive changes to the minimum funding guarantee in fiscal years 2022-23 and 2023-24, setting them at $103.7 billion and $98.5 billion, respectively. The 2024-25 State Budget suspended the minimum funding guarantee in fiscal year 2023-24, creating a maintenance factor obligation of approximately $8.3 billion in fiscal year 2023-24, and was projected to create a maintenance factor obligation of approximately $4.1 billion in fiscal year 2024-25, which would be paid in addition to the guarantee for fiscal year 2024-25. The 2024-25 State Budget projected Test 1 of the guarantee to be in effect in fiscal year 2024-25. To accommodate enrollment increases related to the expansion of Transitional Kindergarten, the 2024-25 State Budget rebenched the Test 1 percentage, from approximately 38.6% to 39.2%, to increase the percentage of State general fund revenues that count towards the minimum funding guarantee.

Other significant features relating to K-12 education funding include the following:

- *LCFF* – The 2024-25 State Budget included an LCFF COLA of 1.07%. When combined with population growth adjustments, this would result in an increase of roughly $983 million in discretionary funds for local educational agencies, as compared to the level set in the prior State budget. To fully fund the LCFF, the 2024-25 State Budget authorized the withdrawal of the full balance in the PSSSA to support ongoing LCFF costs in fiscal year 2023-24, and uses available reappropriation and reversion funding totaling $253.9 million to support ongoing LCFF costs in 2024-25. As a result, the adjusted Base Grants for fiscal year 2024-25 were as follows: (i) $3,077 for TK, (ii) $10,025 for grades K-3, (iii) $10,177 for grades 4-6, (iv) $10,478 for grades 7 and 8, and (v) $12,144 for grades 9-12. The 2024-25 State Budget also

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provided $89.2 million in ongoing Proposition 98 funding to reflect a 1.07% COLA for specified categorical programs.

- *Deferrals* – The 2024-25 State Budget reflected LCFF apportionment deferrals from 2023-24 to 2024-25 of approximately $3.6 billion, and from 2024-25 to 2025-26 of approximately $246 million. Additionally, the 2024-25 State Budget reflected approximately $2.3 billion in categorical program deferrals from 2022-23 to 2023-24, with the deferral amount being repaid using funds on deposit in the PSSSA.

- *Teacher Preparation and Professional Development* – $25 million in one-time Proposition 98 funding to support training for educators to administer literacy screenings. The 2024-25 State Budget also provided $20 million in one-time Proposition 98 funding for county offices of education to develop and provided training for mathematics coaches and leaders to support the delivery of high-quality math instruction.

- *Transitional Kindergarten* – $988.7 million in Proposition 98 funding to support the second year (the 2023-24 school year) of expanded eligibility for TK, shifting age eligibility from all children turning five years old between September 2 and February 2 to all children turning such age between September 2 to April 2 (approximately 36,000 additional children). In connection with this expansion, the 2024-25 State Budget provided $390.2 million in Proposition 98 funding to support one additional certificated or classified staff person for every TK class. Additionally, the 2024-25 State Budget provided $1.5 billion in ongoing Proposition 98 funding to support the third year (the 2024-25 school year) of expanded eligibility for TK, shifting age eligibility for all children turning five years old between September 2 and April 2 to all children turning such age between September 2 and June 2 (approximately 38,000 additional children). In connection with this expansion, the 2024-25 State Budget provided $515.5 million in ongoing Proposition 98 funding to support one additional certificated or classified staff person for every TK class.

- *Facilities* – The 2024-25 State Budget delayed $550 million of funds approved as part of previous State budgets to support the construction of new school facilities or the retrofit of existing facilities for the purpose of providing TK, full-day kindergarten or preschool classrooms. The 2024-25 State Budget also forgoes a previously planned investment of $875 million in the State School Facilities Program.

- *Home-to-School Transportation* – The 2024-25 State Budget eliminated $500 million in previously planned one-time Proposition 98 funding to support the greening of school bus fleets.

- *Nutrition* – An increase of $179.4 million in ongoing Proposition 98 funding, and an additional $120.8 million in one-time Proposition 98 funding, to fully fund the universal school meals program in 2023-24 and 2024-25.

- *Employee Assistance* – $9 million in one-time Proposition 98 funding to provide supplemental pay for classified school staff during intersessional months when they are not employed.

- *Instruction* – $907.1 million to support Proposition 28, the Arts and Music in Schools Funding Guarantee and Accountability Act, in fiscal year 2024-25. The 2024-25 State Budget also provided $7 million in one-time Proposition 98 funding to support inquiry-based science instruction and assessment through the development of a bank of curriculum-embedded performance tasks. Finally, the 2024-25 State Budget provided $5

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million in one-time Proposition 98 funding to support the California Teachers Collaborative for Holocaust and Genocide Education.

- *After School Programs* - $5 million in one-time State general fund support for after school programs in rural school districts.

- *Technology Support* – $3.4 million, of which $380,000 is ongoing, to support the replacement of critical computer servers, maintain warranty coverage for network infrastructure and refresh laptops, tablets and workstations for students and staff at State special schools and diagnostic centers. The 2024-25 State Budget also provided $3.2 million in ongoing Proposition 98 funding to support the K-12 High Speed Network program.

For additional information regarding the 2024-25 State Budget, see the DOF and LAO websites www.dof.ca.gov and www.lao.ca.gov. However, the information presented on such websites is not incorporated herein by any reference.

2025-26 Proposed State Budget. On January 10, 2025, the Governor released the proposed State budget for fiscal year 2025-26 (the "Proposed 2025-26 Budget"). The following is drawn from the DOF and LAO summaries of the Proposed 2025-26 Budget.

The Proposed 2025-26 Budget reports that the State begins 2025 in a stronger fiscal position than it has in recent years. The State experienced significant budget shortfalls in recent years due to the combination of extreme revenue volatility and an unprecedented federal tax filing delay. The economy has generally performed better than projected in the 2024-25 Budget. leading to an upgraded forecast in the near term and modest upward revisions in the long term. The stronger-than-anticipated performance of the economy, stock market, and cash receipts, combined with an improved economic outlook, have all contributed to the upgraded revenue forecast, with general fund revenues before accounting to transfers and tax policy proposals projected to be higher by approximately $16.5 billion in the three-year budget window. In its review of the Proposed 2025-26 Budget, the LAO notes that the Governor's revenue estimates exceed the LAO's by approximately $9 billion, owing largely to higher estimates of personal income and corporation taxes. The Proposed 2025-26 Budget recognizes several risk factors that could affect the economy and State revenues, including stock market and asset price volatility and declines, as well as geopolitical instability. Although the Proposed 2025-26 Budget anticipates shortfalls in subsequent fiscal years that are driven by expenditures exceeding revenues, additional decisions may be necessary at the May revision to maintain a balanced budget, not only in the coming year, but also on an ongoing basis.

The 2024-25 State Budget assumed withdrawals from the BSA of approximately $5.1 billion in 2024-25 and $7.1 billion in 2025-26 in order to provide for a balanced budget. The Proposed 2025-26 Budget maintains the $7.1 billion withdrawal from the BSA for 2025-26. In order to address revenue volatility and increase budget resiliency, the Proposed 2025-26 Budget proposes statutory changes to allow the State to save even more during economic upswings. The Proposed 2025-26 Budget proposes to increase the mandatory deposit level in the BSA from the current 10 percent to 20 percent of general fund revenues and exempt deposits into the BSA from the State appropriations limit. The Proposed 2025-26 Budget assumes that increased reserves would allow the State to weather future revenue volatility and avoid needing to make reductions, deferrals and funding delays during revenue downswings or other emergencies.

For fiscal year 2024-25, the Proposed 2025-26 State Budget projects total general fund revenues and transfers of $222.5 billion and authorizes expenditures of $232.1 billion. The State is projected to end the 2024-25 fiscal year with total reserves of approximately $27.4 billion, including $18.0 billion in the BSA, $8.3 billion in traditional general fund reserves and $1.2 billion in the PSSSA. For fiscal year 2025-26, the Proposed 2025-26 Budget projects total general fund revenues and transfers of $225.1 billion and authorizes expenditures of $228.9 billion. The State is projected to end the 2025-26 fiscal year with total reserves of approximately $16.9 billion, including $4.5 billion in the traditional general fund reserve, $10.9 billion in the

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BSA and $1.5 billion in the PSSSA. The Safety Net Reserve is projected to have a zero balance across both fiscal years 2024-25 and 2025-26.

The Proposed 2025-26 Budget sets total funding in fiscal year 2025-26 for all TK-12 education programs at $137.1 billion, including $83.3 billion from the State general fund and $53.8 billion from other sources. TK-12 per-pupil funding totals $24,764, including $18,918 from Proposition 98 sources. The minimum funding guarantee in fiscal year 2025-26 is set at $118.9 billion. The Proposed 2025-26 Budget also makes retroactive changes to the minimum funding guarantee in fiscal years 2023-24 and 2024-25, setting them at $98.5 billion and $119.2 billion, respectively. The revisions to the minimum funding guarantee represent an increase of approximately $7.5 billion of the three-year period relative to the 2024-25 State Budget. For fiscal year 2024-25, the Proposed 2025-26 Budget appropriates $117.6 billion, instead of the currently calculated level of $119.2 billion, in order to mitigate the risk of potentially appropriating more resources to the minimum funding guarantee than are available in the final calculation for 2024-25. Potential adjustments will be evaluated at the May revision to the Proposed 2025-26 Budget and will not be final until the certification of the 2024-25 minimum funding guarantee. The Proposed 2025-26 Budget projects Test 1 of the guarantee to be in effect for fiscal years 2024-25 and 2025-26. To accommodate enrollment increases related to the expansion of Universal Transitional Kindergarten (further described below), the Proposed 2025-26 State Budget rebenches the Test 1 percentage, from approximately 39.2% to 39.6%, to increase the percentage of State general fund revenues that count towards the minimum funding guarantee.

Other significant features relating to TK-12 education funding include the following:

- *LCFF* – The Proposed 2025-26 Budget includes an LCFF COLA of 2.43%. When combined with population growth adjustments, this would result in an increase of roughly $2.5 billion in discretionary funds for local educational agencies. The Proposed 2025-26 Budget assumes that budgetary deferrals of $246.6 million are fully repaid in 2025-26. To fully fund the LCFF and maintain the level of past year principal apportionments, the Proposed 2025-26 Budget uses available reappropriation and reversion funding totaling $25.9 million to support ongoing LCFF costs in 2023-24 and deferring LCFF funding totaling $35.1 million from 2023-24 to 2024-25. This one-time deferral is fully repaid in 2024-25. The Proposed 2025-26 Budget also provides $204 million in ongoing Proposition 98 funding to reflect a 2.43% COLA for specific categorical programs and the LCFF Equity Multiplier. Finally, the Proposed 2025-26 Budget reflects $12.2 million in ongoing Proposition 98 funding to reflect ADA changes applicable to LCFF funding for county offices of education, as well as a 2.43% COLA.

- *Universal Transitional Kindergarten* – $2.4 billion in ongoing Proposition 98 funding to support the full implementation of universal transitional kindergarten so that all children who turn 4 years old by September 1 of the school year can enroll (providing access to roughly 60,000 additional children). The Proposed 2025-26 Budget also provides an additional $1.5 billion in ongoing Proposition 98 funding to support further lowering the average student-to-adult ratio from 12:1 to 10:1 in every transitional kindergarten classroom, and $10 million in one-time Proposition 98 funding to support the statewide use of English language proficiency screeners to support multilingual learnings in transitional kindergarten.

- *Before School, After School and Summer School* – $435 million in additional ongoing Proposition 98 funding for the Expanded Learning Opportunities Program, which seeks to implement before, after and summer school instruction and enrichment for students in grades K-6, with a focus on local educational agencies with the highest concentrations of EL/LI students.

- *Literacy Instruction* – The Proposed 2025-26 Budget provides one-time Proposition 98 funding of $500 million for TK-12 literacy and mathematics coaches and $40 million to

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support necessary costs, including purchasing screening materials and training for educators, to administer literacy examinations. The one-time funds augment funds provided in previous budgets in support of implementing the State's English Language Arts/English Language ("ELA/ELD") Framework. The Proposed 2025-26 Budget also provides $5 million annually through 2029-30 to initiate follow-up adoption for instructional materials and to develop a curriculum guide and resources in personal finance.

- *Teacher Preparation and Professional Development* – $150 million in one-time Proposition 98 funding to provide financial assistance for teacher candidates and an additional $100 million in one-time Proposition 98 funding to extend the timeline of the existing National Board Certification Program to support the teaching and mentoring of other instructional staff in high poverty schools.

- *Student Support and Professional Development Discretionary Block Grant* – $1.8 billion in one-time Proposition 98 funds for a student support discretionary block grant. The funds will provide local educational agencies with additional fiscal support to address rising costs, as well as fund statewide priorities including: (i) professional development for teachers ELA/ELD Framework and the Literacy Roadmap; (ii) professional development for teachers on the Mathematics Framework; (iii) teacher recruitment and retention strategies; and (iv) career pathways and dual enrollment expansion efforts.

- *Learning Recovery Emergency Block Grant* – $378.6 million one-time Proposition 98 funding to support the Learning Recovery Emergency Block Grant, which supports local educational agencies in establishing learning recovery initiatives through the 2027-28 school year.

- *Nutrition* – An increase of $106.3 million in ongoing Proposition 98 funding to fully fund the universal school meals program in 2025-26.

- *Kitchen Infrastructure and Training* – $150 million in one-time Proposition 98 funding for specialized kitchen equipment, infrastructure, and training to support schools in providing more freshly prepared meals made with locally grown ingredients.

- *Local Property Tax Adjustments* – $150 million in one-time Proposition 98 funding for school districts and county offices of education in 2024-25, and a decrease of $1.5 billion ongoing Proposition 98 funding for school districts and county offices of education in 2025-26, resulting from increased offsetting property taxes.

- *TK-12 High Speed Network Support* – $3.5 million in one-time State general fund support for after school programs in rural school districts.

For additional information regarding the Proposed 2025-26 Budget, see the DOF and LAO websites www.dof.ca.gov and www.lao.ca.gov. However, the information presented on such websites is not incorporated herein by any reference.

Future Actions and Events. Neither the Borrower nor MERF can predict what additional actions will be taken in the future by the State legislature and the Governor to address changing State revenues and expenditures. Neither the Borrower nor MERF also can predict the impact such actions will have on State revenues available in the current or future years for education. The State budget will be affected by national and State economic conditions and other factors over which the Borrower and MERF will have no control. Certain actions or results could produce a significant shortfall of revenue and cash, and could consequently impair the State's ability to fund schools. State budget shortfalls in future fiscal years may also have an adverse financial impact on the financial condition of the Borrower and MERF.

Prohibitions on Diverting Local Revenues for State Purposes. Beginning in 1992-93, the State satisfied a portion of its Proposition 98 obligations by shifting part of the property tax revenues otherwise belonging to cities, counties, special districts, and redevelopment agencies, to school and college districts through a local Educational Revenue Augmentation Fund ("ERAF") in each county. Local agencies, objecting to invasions of their local revenues by the State, sponsored a statewide ballot initiative intended to eliminate the practice. In response, the State Legislature proposed an amendment to the State Constitution, which the State's voters approved as Proposition 1A at the November 2004 election. That measure was generally superseded by the passage of a new initiative constitutional amendment at the November 2010 election, known as "Proposition 22."

The effect of Proposition 22 is to prohibit the State, even during a period of severe fiscal hardship, from delaying the distribution of tax revenues for transportation, redevelopment, or local government projects and services. It prevents the State from redirecting redevelopment agency property tax increment to any other local government, including school districts, or from temporarily shifting property taxes from cities, counties and special districts to schools, as in the ERAF program. This is intended to, among other things, stabilize local government revenue sources by restricting the State's control over local property taxes. One effect of this amendment will be to deprive the State of fuel tax revenues to pay debt service on most State bonds for transportation projects, reducing the amount of State general fund resources available for other purposes, including education.

Prior to the passage of Proposition 22, the State invoked Proposition 1A to divert $1.935 billion in local property tax revenues in 2009-10 from cities, counties, and special districts to the State to offset State general fund spending for education and other programs, and included another diversion in the adopted 2009-10 State budget of $1.7 billion in local property tax revenues from local redevelopment agencies, which local redevelopment agencies have now been dissolved. Redevelopment agencies had sued the State over this latter diversion. However, the lawsuit was decided against the California Redevelopment Association on May 4, 2010. Because Proposition 22 reduces the State's authority to use or shift certain revenue sources, fees and taxes for State general fund purposes, the State will have to take other actions to balance its budget in some years – such as reducing State spending or increasing State taxes, and school and community college districts that receive Proposition 98 or other funding from the State will be more directly dependent upon the State's general fund.

Allocation of State Funding to Charter Schools

General Purpose Entitlement. Under the Charter School Law, each charter school is calculated to have a "general purpose entitlement," which has in the past been based on the statewide average amount of State aid, local property taxes and other revenue received by school districts of similar type and serving similar pupil populations. The general purpose entitlement is calculated on a per student basis at each of four grade level ranges (grades K-3, grades 4-5, grades 6-8, and grades 9-12) and is multiplied by the charter school's Average Daily Attendance ("ADA") in each grade level range.

Each charter school's general purpose entitlement is funded from local funding in lieu of property taxes and, to the extent such funding is insufficient to fulfill the entire entitlement, from money appropriated by the State from the State's general fund for education. The local share, which must be transferred in monthly installments to the charter school by the sponsoring local educational agency in lieu of property taxes, is the average amount of property taxes per ADA received by the district, including charter school students, multiplied by the charter school's ADA.

Local Control Funding Formula. State Assembly Bill 97 (Stats. 2013, Chapter 47) ("AB 97"), enacted as part of the 2013-14 State budget, established the current system for funding school districts, charter schools and county offices of education. Certain provisions of AB 97 were amended and clarified by Senate Bill 91 (Stats. 2013, Chapter 49) ("SB 91").

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Funding. The primary component of AB 97, as amended by SB 91, was the implementation of the Local Control Funding Formula ("LCFF"), which replaced the revenue limit funding system for determining State apportionments, as well as the majority of State categorical program funding. State allocations are now provided on the basis of target base funding grants per unit of ADA (a "Base Grant") assigned to each of four grade spans (identical to the grade spans previously used for charter school funding). Each Base Grant is subject to certain adjustments and add-ons, as discussed below. Full implementation of the LCFF occurred over a period of eight fiscal years, concluding with the adoption of the State budget for fiscal year 2018-19. During the implementation period of the LCFF, an annual transition adjustment was calculated for each charter school, equal to such charter school's proportionate share of appropriations included in the State budget to close the gap between the prior-year funding level and the target allocation following full implementation of the LCFF. In each year, charter schools had the same proportion of their respective funding gaps closed, with dollar amounts varying depending on the size of the charter school's respective funding gap.

Base Grant. The Base Grants per unit of ADA for each grade span as of the first year of the LCFF's implementation, were as follows: (i) $6,845 for grades K-3; (ii) $6,947 for grades 4-6; (iii) $7,154 for grades 7-8; and (iv) $8,289 for grades 9-12. For fiscal year 2023-24, the Base Grants per unit of ADA are as follows: (i) $9,919 for grades K-3; (ii) $10,069 for grades 4-6; (iii) $10,367 for grades 7-8; and (iv) $9,329 for grades 9-12. During the implementation period of the LCFF, Base Grants were required to be adjusted annually for cost-of-living increases by applying the implicit price deflator for government goods and services. The provision of COLAs is now subject to appropriation for such adjustment in the annual State budget. The differences among Base Grants are linked to differentials in statewide average revenue limit rates by district type, and are intended to recognize the generally higher costs of education at higher grade levels.

The Base Grants for grades K-3 and 9-12 are subject to adjustments of 10.4% and 2.6%, respectively, to cover the costs of class size reduction in early grades and the provision of career technical education in high schools. The LCFF also provides additional add-ons to charter schools that received categorical block grant funding pursuant to the Targeted Instructional Improvement and Home-to-School Transportation programs during fiscal year 2012-13.

The State budget for fiscal year 2021-22 also implemented a plan to expand the LCFF to include Transitional Kindergarten ("TK") to all four-year olds. This plan is expected to phase in cohorts of TK students over a four-year period, concluding in fiscal year 2025-26. As a result, school districts and charter schools that serve TK students will be eligible to receive an add-on equal to $2,813, multiplied by second principal reporting period ADA for TK students for the current fiscal year. Beginning in fiscal year 2023-24, this add-on is subject to COLA adjustments to the same degree as LCFF Base Grants.

Supplemental Grant. Charter schools that serve students of limited English proficiency ("EL" students), students from low income families that are eligible for free or reduced priced meals ("LI" students) and foster youth are eligible to receive additional funding grants. Enrollment counts are unduplicated, such that students may not be counted as both EL and LI. Foster youth automatically meet the eligibility requirements for free or reduced priced meals, and are therefore not discussed herein separately. The LCFF authorizes a supplemental grant add-on (each, a "Supplemental Grant") for charter schools that serve EL/LI students, equal to 20% of the applicable Base Grant multiplied by such charter schools' respective percentages of unduplicated EL/LI student enrollment.

Concentration Grant. Charter schools whose EL/LI populations exceed 55% of their total enrollment are eligible for a concentration grant add-on (each, a "Concentration Grant") equal to 50% of the applicable Base Grant multiplied by the percentage of such charter school's unduplicated EL/LI student enrollment in excess of the 55% threshold; provided that a charter school may not receive a Concentration Grant for a greater proportion of EL/LI than the highest percentage of any school district in which the charter school has a physical location.

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For certain charter schools that would have received greater funding levels under the prior revenue limit system, the LCFF provides for a permanent economic recovery target ("ERT") add-on, equal to the difference between the general purpose funding such charter schools would have received under the prior system in fiscal year 2020-21, and the target LCFF allocations owed to such charter schools in the same year. To derive the projected funding levels, the LCFF assumes the discontinuance of deficit revenue limit funding, implementation of a 1.94% COLA in fiscal years 2014-15 through 2020-21, and restoration of categorical funding to pre-recession levels. The ERT add-on was paid incrementally over the eight-year LCFF implementation period.

The sum of a charter school's adjusted Base Grants, Supplemental Grants and Concentration Grants will be multiplied by the charter school's total current year ADA. This funding amount, together with any applicable ERT or categorical block grant add-ons, will yield a district's total LCFF allocation. Generally, the amount of annual State apportionments received by a school district or charter school will amount to the difference between such total LCFF allocation and such entity's share of applicable local property taxes. Most school districts and charter schools receive a significant portion of their funding from such State apportionments. As a result, decreases in State revenues may significantly affect appropriations made by the Legislature to school districts and charter schools.

Accountability. The SBE has adopted regulations regarding the expenditure of supplemental and concentration funding. These regulations include a requirement that school districts and charter schools increase or improve services for EL/LI students in proportion to the increase in funds apportioned to such districts/schools on the basis of the number and concentration of such EL/LI students, as well as the conditions under which school districts and charter schools can use supplemental or concentration funding on a school-wide or district-wide basis.

School districts and charter schools are also required to adopt local control and accountability plans ("LCAPs") disclosing annual goals for all students, as well as certain numerically significant student subgroups, to be achieved in eight areas of State priority. LCAPs may also specify additional local priorities. LCAPs must specify the actions to be taken to achieve each goal, including actions to correct identified deficiencies with regard to areas of State priority. Charter school LCAPs are required to be included in charter petitions and updated annually. School district and charter school LCAPs must be annually updated and posted on the district or charter school's website using a State-mandated standard reporting format.

Lottery Funding. Charter schools receive funding from the State Lottery Fund, which receives all proceeds from, among other sources, the sale of lottery tickets. Lottery funding is allocated to charter schools per unit of ADA. Lottery funds are distributed quarterly by the State Controller's Office. Funding is based on annual average ADA. Lottery funds are identified as either "Proposition 20" funds or "non-Proposition 20" funds. Proposition 20 lottery funds may only be used to purchase instructional materials. Non-Proposition 20 lottery funds are unrestricted, except that they may not be used for acquisition of property, construction of facilities, financing of research, or for other non-instructional purposes. Lottery funding is not included in the charter school categorical block grant. Lottery funding is approximately 2% of public school revenues and is estimated at $249 per unit of ADA for the 2023-24 fiscal year, of which approximately $177 is "non-Proposition 20" and $72 is "Proposition 20" funding.

Categorical Funding. Charter schools may apply for and receive categorical funds for many programs that are not included in general purpose entitlement funding, if otherwise eligible, but may not receive aid for programs exclusively or almost exclusively provided by a county office of education.

Charter School Facility Grant Program Funding. In fiscal year 2024-25, charter schools that meet certain criteria are eligible to receive additional funding per unit of ADA to reimburse an amount up to 75% of their annual facilities rent and lease costs from amounts appropriated under the annual Budget Act (as defined below) under the Charter School Facility Grant ("SB740") Program. This per-ADA amount may increase in future years based on cost of living adjustments. To be eligible for SB 740 benefits: (i) 55% or more of the

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charter school's students must be eligible for free or reduced priced meals; or (ii) the charter school must be located in the attendance area of a public elementary school in which 55% or more of students are eligible for free or reduced priced meals and the charter school must give a preference in admissions to students who are currently enrolled in that public elementary school and to students who reside in the elementary school attendance area where the charter school is located. See "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" attached hereto.

SB 740 facilities funding may be used for costs associated with facilities rents and leases (consistent with the definitions used in the California School Accounting Manual) ("Facility Rents"), and for costs associated with remodeling buildings, deferred maintenance, initially installing or extending service systems and other built-in equipment, and improving sites (collectively, "Other Costs"). SB 740 facilities funding is not included in the charter school categorical block grant.

SB 740 funding is subject to the annual Budget Act. In the event insufficient moneys are appropriated to the program, the available moneys are first used to reimburse for Facility Rents (on a pro rata basis if moneys are insufficient), and any remaining moneys are apportioned to reimburse for Other Costs on a pro rata basis. In addition to the risk of underfunding, should there be any changes to the free and reduced-price meal eligibility data, the amount of grant moneys, which is awarded in three disbursements, may be adjusted or transfer of moneys back to the Authority may be required.

The SB 740 program is administered by the Authority. In prior years, the program has been "undersubscribed," meaning that awards were not limited by the level of appropriation. However, the program was "oversubscribed" in fiscal years 2017-18 through 2021-22, with awards being reduced on a pro-rata basis.

Effective beginning fiscal year 2017-18, reimbursable costs under the SB 740 program are limited to either of the following conditions: (i) reimbursable facility rent or lease costs do not exceed the prior year's costs on file with CSFA as of fiscal year 2016–17, subject to a cost-of-living adjustment; or (ii) the rent or lease costs of new facility agreements are at or below market rate based on an independent appraisal paid for by the charter school. See "CERTAIN RISK FACTORS – SB 740 Funding" herein.

Set forth in the following table are historical data regarding SB 740 funding and awards for fiscal years 2018-19 through 2023-24.

HISTORICAL SB 740 GRANT AWARDS
Fiscal Years 2018-19 to 2023-24

		2018-19	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*
A.	**No. of Schools Awarded**	415	437	424	423	423	437[1]
B.	**Total Amount Awarded**	$136,786,000	$136,786,000	$136,786,000	$143,520,000	$184,273,000	$193,583,000[1]
	Amount awarded for lease costs	124,180,307	136,786,000	136,786,000	143,520,000	154,273,000	$163,583,000[1]
	Amount awarded for Other Costs	12,605,693	--	--	--	30,000,000	30,000,000
C.	**Total Moneys Appropriated to SB 740[2]**	$136,786,000	$136,786,000	$136,786,000	$143,520,000	$184,273,000	$193,583,000
D.	**Subscription Percentage[4]**	109%	103%	108%	103%	99%	97-103%[1]
E.	**Total Average Daily Attendance ("ADA")[5]**	175,087	165,489	172,143	171,812	158,272	164,780[8]
F.	**Average Award Per ADA[6]**	$781	$827	$795	$835	$1,164[1]	$1,174[1]
G.	**Maximum Award Allowed Per ADA[7]**	$1,147	$1,184	$1,211	$1,232	$1,313	$1,421

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(1) Figures are current estimates as of July 9, 2024, and subject to change.

(2) Moneys annually appropriated by the State Legislature toward SB 740 grant awards. For 2022-23 and 2023-24, an additional amount of $30 million was provided for the reimbursement of other facility related costs.

(3) Includes an additional approximately $21.1 million appropriated for fiscal year 2017-18 in the 2018-19 Budget.

(4) From fiscal years 2013-14 to 2016-17, the SB 740 Program had been undersubscribed. However, for fiscal year 2017-18, the SB 740 Program was oversubscribed. CSFA made SB 740 awards by first reimbursing lease costs, and then applying a pro-rata reduction in the award amount for applied-for "other costs" spread across all eligible applicants. In fiscal year 2017-18, lease costs were fully funded at 100%, and other costs were funded at a pro-rata rate of 73.01%. In fiscal year 2018-19, lease costs were fully funded at 100%, and other costs were funded at a pro-rata rate of 49%. In fiscal years 2019-20, 2020-21, and 2021-22, CSFA expected to fund lease costs at 97.47%, 92.61%, and 94.5%, respectively, and therefore was unable to fund other costs. The SB740 program was not oversubscribed in fiscal year 2022-23. There is not final information for CSFA to determine an estimated subscription rate for 2023-24, leaving the indicated range as the best estimation available. See "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" attached hereto.

(5) Total ADA from all schools awarded in each fiscal year.

(6) Equal to the "Amount Awarded" divided by the "Total ADA." The Average Award Per ADA is lower than the Maximum Award Allowed Per ADA because a significant number of schools do not qualify for the maximum amount allowed; instead they are capped at 75% of actual rent. For 2023-24, figures are current estimates because SB 740 applications are still being received and final awards are being calculated.

(7) SB 740 Program grant awards are calculated at the lower of: (a) 75% of actual rent paid or (b) maximum award allowed per ADA by State law. From fiscal years 2012-13 to 2016-17, the maximum award allowed per ADA by State law was $750 per ADA. Pursuant to a change in State law passed by the Legislature in June 2017, the maximum award allowed by State law was increased from $750 per ADA to $1,117 per ADA, subject to cost of living adjustments. The maximum award for fiscal year 2023-24 was $1,421.

(8) Total ADA for fiscal year 2023-24 is provided through the California Department of Education's Certified 2023-24 Second Principal Apportionment Attendance Data.

Annual Funding Components. The following tables describe ADA-based state funding of California charter school education for Fiscal Year 2021-22 through 2025-26:

STATE FUNDING OF CHARTER SCHOOL EDUCATION

Fiscal Year 2021-22

	Grades			
	K-3	***4-6***	***7-8***	***9-12***
Target LCFF Base Grant	$8,903	$8,215	$8,458	$9,802
CTE/CSR Add-ons	842	--	--	255
Lottery[1]	228	228	228	228
Total[2]	$9,163	$8,443	$8,686	$10,285

Fiscal Year 2022-23

	Grades			
	K-3	***4-6***	***7-8***	***9-12***
Target LCFF Base Grant	$9,166	$9,304	$9,580	$11,102
TK-3/9-12 Grade Span Add-ons	953	--	--	289
Lottery[1]	237	237	237	237
Total[2]	$10,356	$9,541	$9,717	$11,628

Fiscal Year 2023-24

	Grades			
	K-3	***4-6***	***7-8***	***9-12***
Target LCFF Base Grant	$9,919	$10,069	$10,367	$12,015
TK-3/9-12 Grade Span Add-ons	1,032	--	--	312
Lottery[1]	249	249	249	249
Total[2]	$11,200	$10,318	$10,616	$12,576

Fiscal Year 2024-25

	Grades			
	K-3	***4-6***	***7-8***	***9-12***
Target LCFF Base Grant	$10,025	$10,177	$10,478	$12,144
TK-3/9-12 Grade Span Add-ons	1,043	--	--	316

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Lottery[1]	273	273	273	273
Total[2]	$11,341	$10,450	$10,751	$12,733

Fiscal Year 2025-26[3]

	Grades			
	K-3	***4-6***	***7-8***	***9-12***
Target LCFF Base Grant	$10,256	$10,411	$10,719	$12,423
TK-3/9-12 Grade Span Add-ons	1,067	--	--	323
Lottery[1]	272	272	272	272
Total[2]	$11,595	$10,683	$10,991	$13,018

(1) Estimated.

(2) Excludes special education, nutrition, After School Education and Safety, SB 740, Charter School Facility Grants, No Child Left Behind or Every Student Succeeds Act, class size reduction, supplemental instruction, economic impact aid, and National School Lunch Program funding and any private philanthropy, grants, or other fund-raising.

(3) The Fiscal Year 2025-26 funding amounts are preliminary, used for initial budgeting purposes in general. For specific projections with respect to the School, see see "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" attached hereto.

For a description of the Series 2026 Schools' ADA and funding related thereto, see "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" attached hereto.

CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING EDUCATION REVENUES AND APPROPRIATIONS

Limitations on Revenues

Article XIIIA of the California Constitution. Article XIIIA of the State Constitution, adopted and known as Proposition 13, was approved by the voters in June 1978. Section 1(a) of Article XIIIA limits the maximum ad valorem tax on real property to one percent of "full cash value," and provides that such tax will be collected by the counties and apportioned according to State law. Section 1(b) of Article XIIIA provides that the one-percent limitation does not apply to ad valorem taxes levied to pay interest and redemption charges on: (i) indebtedness approved by the voters prior to July 1, 1978, or (ii) bonded indebtedness for the acquisition or improvement of real property approved on or after July 1, 1978, by two-thirds of the votes cast on the proposition, or (iii) bonded indebtedness incurred by a school district or community college district for the construction, reconstruction, rehabilitation or replacement of school facilities or the acquisition or lease of real property for school facilities, approved by 55% of the voters of the district voting on the ballot proposition, but only if certain accountability measures are included in the bond proposition. Charter schools may not conduct bond elections or issue bonds payable from property taxes, but may benefit from the proceeds of bonds issued by the school district in which the charter school is located.

Section 2 of Article XIIIA defines "full cash value" to mean the county assessor's valuation of real property as shown on the Fiscal Year 1975-76 tax bill, or, thereafter, the appraised value of real property when purchased, newly constructed, or a change in ownership has occurred. The full cash value may be adjusted annually to reflect inflation at a rate not to exceed 2% per year, or to reflect a reduction in the consumer price index or comparable data for the area under taxing jurisdiction, or may be reduced in the event of declining property value caused by substantial damage, destruction or other factors. The Revenue and Taxation Code permits county assessors who have reduced the assessed valuation of a property as a result of natural disasters, economic downturns or other factors, to subsequently "recapture" such value (up to the pre decline value of the property) at an annual rate higher than 2%, depending on the assessor's measure of the restored value of the damaged property. The California courts have upheld the constitutionality of this procedure. Legislation enacted by the State Legislature to implement Article XIIIA provides that, notwithstanding any other law, local

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agencies may not levy any *ad valorem* property tax except the 1% base tax levied by each County and taxes to pay debt service on indebtedness approved by the voters as described above.

Since its adoption, Article XIIIA has been amended a number of times. These amendments have created a number of exceptions to the requirement that property be reassessed when purchased, newly constructed or a change in ownership has occurred. These exceptions include certain transfers of real property between family members, certain purchases of replacement dwellings for persons over age 55 and by property owners whose original property has been destroyed in a declared disaster, and certain improvements to accommodate disabled persons and for seismic upgrades to property. These amendments have resulted in marginal reductions in the property tax revenues of local school districts.

Both the California State Supreme Court and the United States Supreme Court have upheld the validity of Article XIIIA.

Section 51 of the Revenue and Taxation Code permits county assessors who have reduced the assessed valuation of a property as a result of natural disasters, economic downturns or other factors, to subsequently "recapture" such value (up to the pre decline value of the property) at an annual rate higher than 2%, depending on the assessor's measure of the restoration of value of the damaged property. The constitutionality of this procedure was challenged in a lawsuit brought in 2001 in the Orange County Superior Court and in similar lawsuits brought in other counties, on the basis that the decrease in assessed value creates a new "base year value" for purposes of Proposition 13 and that subsequent increases in the assessed value of a property by more than 2% in a single year violate Article XIIIA. On appeal, the California Court of Appeal upheld the recapture practice in 2004, and the State Supreme Court declined to review the ruling, leaving the recapture law in place. Charter schools are not directly dependent on local property taxes. To the extent local property taxes fund the general purpose entitlement, losses in local property tax income are required to be made up by the State.

Proposition 30

On November 6, 2012, voters of the State of California approved the Temporary Taxes to Fund Education, Guaranteed Local Public Safety Funding, Initiative Constitutional Amendment (also known as "Proposition 30"), which temporarily increases the State Sales and Use Tax and personal income tax rates on higher incomes. Proposition 30 temporarily imposes an additional tax on all retailers, at the rate of 0.25% of gross receipts from the sale of all tangible personal property sold in the State from January 1, 2013 to December 31, 2016. Proposition 30 also imposes an additional excise tax on the storage, use, or other consumption in the State of tangible personal property purchased from a retailer on and after January 1, 2013 and before January 1, 2017, for storage, use, or other consumption in the State. This excise tax will be levied at a rate of 0.25% of the sales price of the property so purchased. For personal income taxes imposed beginning in the taxable year commencing January 1, 2012 and ending December 31, 2018, Proposition 30 increases the marginal personal income tax rate by: (i) 1% for taxable income over $250,000 but not over $300,000 for single filers (over $340,000 but not over $408,000 for joint filers), (ii) 2% for taxable income over $300,000 but not over $500,000 for single filers (over $408,000 but not over $680,000 for joint filers), and (iii) 3% for taxable income over $500,000 for single filers (over $680,000 for joint filers). The California Children's Education and Health Care Protection Act of 2016, also known as Proposition 55, is a constitutional amendment approved by the voters of the State on November 8, 2016. Proposition 55 extends through 2030 the increases to personal income tax rates for high-income taxpayers that were approved as part of Proposition 30. Proposition 55 did not extend the sales tax rate increase enacted under Proposition 30.

The revenues generated from the temporary tax increases will be included in the calculation of the Proposition 98 minimum funding guarantee for school districts and community college districts. From an accounting perspective, the revenues generated from the temporary tax increases will be deposited into the State account created pursuant to Proposition 30 called the Education Protection Account (the "EPA"). Pursuant to Proposition 30, funds in the EPA will be allocated quarterly, with 89% of such funds provided to

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schools districts and 11% provided to community college districts. The funds will be distributed to school districts and community college districts in the same manner as existing unrestricted per-student funding, except that no school district will receive less than $200 per unit of ADA and no community college district will receive less than $100 per full time equivalent student. The governing board of each school district and community college district is granted sole authority to determine how the moneys received from the EPA are spent, provided that, the appropriate governing board is required to make these spending determinations in open session at a public meeting and such local governing boards are prohibited from using any funds from the EPA for salaries or benefits of administrators or any other administrative costs.

Proposition 2

On November 4, 2014, voters approved the Rainy Day Budget Stabilization Fund Act (also known as "Proposition 2"). Proposition 2 is a legislatively-referred constitutional amendment which makes certain changes to State budgeting practices, including substantially revising the conditions under which transfers are made to and from the State's Budget Stabilization Account (the "BSA") established by the California Balanced Budget Act of 2004 (also known as Proposition 58).

Under Proposition 2, and beginning in fiscal year 2015-16 and each fiscal year thereafter, the State will generally be required to annually transfer to the BSA an amount equal to 1.5% of estimated State general fund revenues (the "Annual BSA Transfer"). Supplemental transfers to the BSA (a "Supplemental BSA Transfer") are also required in any fiscal year in which the estimated State general fund revenues that are allocable to capital gains taxes exceed 8% of the total estimated general fund tax revenues. Such excess capital gains taxes—net of any portion thereof owed to K-14 school districts pursuant to Proposition 98—will be transferred to the BSA. Proposition 2 also increases the maximum size of the BSA to an amount equal to 10% of estimated State general fund revenues for any given fiscal year. In any fiscal year in which a required transfer to the BSA would result in an amount in excess of the 10% threshold, Proposition 2 requires such excess to be expended on State infrastructure, including deferred maintenance.

For the first 15-year period ending with the 2029-30 fiscal year, Proposition 2 provides that half of any required transfer to the BSA, either annual or supplemental, must be appropriated to reduce certain State liabilities, including making certain payments owed to K-14 school districts, repaying State interfund borrowing, reimbursing local governments for State mandated services, and reducing or prefunding accrued liabilities associated with State-level pension and retirement benefits. Following the initial 15-year period, the Governor and the State Legislature are given discretion to apply up to half of any required transfer to the BSA to the reduction of such State liabilities. Any amount not applied towards such reduction must be transferred to the BSA or applied to infrastructure, as described above.

Proposition 2 changes the conditions under which the Governor and the State Legislature may draw upon or reduce transfers to the BSA. The Governor does not retain unilateral discretion to suspend transfers to the BSA, nor does the State Legislature retain discretion to transfer funds from the BSA for any reason, as previously provided by law. Rather, the Governor must declare a "budget emergency," defined as an emergency within the meaning of Article XIIIB of the Constitution or a determination that estimated resources are inadequate to fund State general fund expenditures, for the current or ensuing fiscal year, at a level equal to the highest level of State spending within the three immediately preceding fiscal years. Any such declaration must be followed by a legislative bill providing for a reduction or transfer. Draws on the BSA are limited to the amount necessary to address the budget emergency, and no draw in any fiscal year may exceed 50% of the funds on deposit in the BSA unless a budget emergency was declared in the preceding fiscal year.

Proposition 2 also requires the creation of the Public School System Stabilization Account (the "PSSSA") into which transfers will be made in any fiscal year in which a Supplemental BSA Transfer is required (as described above). Such transfer will be equal to the portion of capital gains taxes above the 8% threshold that would otherwise be paid to K-14 school districts as part of the Minimum Funding Guarantee. A transfer to the PSSSA will only be made if certain additional conditions are met, as follows: (i) the Minimum

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Funding Guarantee was not suspended in the immediately preceding fiscal year, (ii) the operative Proposition 98 formula for the fiscal year in which a PSSSA transfer might be made is "Test 1," (iii) no maintenance factor obligation is being created in the budgetary legislation for the fiscal year in which a PSSSA transfer might be made, (iv) all prior maintenance factor obligations have been fully repaid, and (v) the Minimum Funding Guarantee for the fiscal year in which a PSSSA transfer might be made is higher than the immediately preceding fiscal year, as adjusted for ADA growth and cost of living. Proposition 2 caps the size of the PSSSA at 10% of the estimated minimum guarantee in any fiscal year, and any excess funds must be paid to K-14 school districts. Reductions to any required transfer to the PSSSA, or draws on the PSSSA, are subject to the same budget emergency requirements described above. However, Proposition 2 also mandates draws on the PSSSA in any fiscal year in which the estimated Minimum Funding Guarantee is less than the prior year's funding level, as adjusted for ADA growth and cost of living.

2024 State School Facilities Bond

The Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair and Safety Bond Act of 2024 (referred to herein as the "2024 State School Facilities Bond" was a ballot measure that was approved by State voters on November 5, 2024. The 2024 State School Facilities Bond authorizes the sale and issuance of $10 billion in State general obligation bonds for the repair, upgrade and construction of facilities at K-12 public schools, community colleges and career technical education programs, including the development of health and safety conditions.

K-12 School Facilities. The 2024 State School Facilities Bond includes $3.3 billion for the new construction of K-12 facilities and an additional $4 billion for the modernization of existing K-12 facilities. Up to $10 million of the allocation for new constructions will be reserved for small school districts with an enrollment of fewer than 2,501 students. Of the $4 billion assigned for modernization of existing K-12 facilities, up to $115 million will be allocated for the repairment of lead in water at school facilities. Generally, K-12 school districts will be required to pay for 50% of the new construction costs and 40% of the modernization costs with local revenues. However, some districts that have lower assessed property values and meet certain other socio-economic criteria will be required to pay as low as 45% and 35% of new construction costs and modernization costs, respectively. In addition, a total of $1.2 billion will be available for the modernization and new construction of charter school facilities ($600 million) and technical education facilities ($600 million). The State will award funds to technical education and charter school through an application process, and charter schools must be deemed financially sound before project approval.

Community College Facilities. The 2024 State School Facilities Bond includes $1.5 billion for community college district facility projects, including buying land, constructing new buildings, modernizing existing buildings, and purchasing equipment. The table below shows the expected use of bond funds under the 2024 State School Facilities Bond:

2024 STATE SCHOOL FACILITIES BOND
Use of Bond Funds
(In Millions)

K-12 Public School Facilities	
New construction	$3,300
Modernization	4,000
Career technical education facilities	600
Charter school facilities	600
Subtotal	$8,500
Community College Facilities	$1,500
Total	$10,000

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Neither the Borrower nor the Lessee makes any representation or guarantees that they will either pursue or qualify for facilities funding under the 2024 State School Facilities Bond program.

Future Initiatives

Articles XIIIA, Proposition 98 and Proposition 30 were each adopted as measures that qualified for the ballot pursuant to the State's initiative process. From time to time, other initiative measures could be adopted, further affecting State and local revenues for education, and the ability or obligation of these government agencies to expend revenues for charter school purposes.

CERTAIN RISK FACTORS

Investment in the Bonds involves substantial risks. The following information should be considered by prospective investors in evaluating the Bonds. However, the following does not purport to be an exclusive listing of risks and other considerations which may be relevant to investing in the Bonds, and the order in which the following information is presented is not intended to reflect the relative importance of any such risks. Certain factors which could result in a reduction of revenues available to the Obligated Group and a corresponding reduction in payments made to the Authority are discussed herein.

A number of factors could have an adverse impact on the ability of MERF to generate revenues needed to meet its obligations under the Series 2025 Leases, which could, in turn, have an adverse effect on the ability of the Borrower and the Members of the Obligated Group to generate sufficient revenues to meet their respective obligations to make payments due under the Loan Agreement and Obligation No. 2. The ability of MERF to generate sufficient revenues to make payments under the Series 2025 Leases is dependent upon a number of elements, including State budget pressures, demand for charter schools, the ability of the Magnolia Schools to provide the educational services and classes demanded by parents or to attract students generally, changes in the level of confidence in the public school system in general or public charter schools in particular, competition, faculty recruitment, demographic changes, legislation, governmental regulations, changes in immigration policy, litigation and the Schools' ability to achieve enrollment and fundraising levels. This, in turn, is affected by numerous circumstances both within and outside the control of the Obligated Group and MERF, including a continuation of favorable governmental policies and programs with respect to public charter schools (see "CHARTER SCHOOLS" herein); the competitive appeal and perceived quality of the Magnolia Schools' curriculum; the ability and energy of the Magnolia Schools' respective faculties and administration; and the benevolence of the Magnolia Schools' supporters. There can be no assurance given that revenues of the Obligated Group or the revenues of MERF will not decrease. Any and all financial projections are only good faith estimates and are not intended as a representation or warranty as to the future financial condition of the members of the Obligated Group or MERF.

See "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP," and "APPENDIX B – CONSOLIDATED AUDITED FINANCIAL STATEMENTS OF MERF AND AFFILIATES FOR THE FISCAL YEAR ENDED JUNE 30, 2025" attached hereto.

Sufficiency of Revenues

The Bonds are payable primarily from Payments which are derived from payments received under the Loan Agreement and Obligation No. 2.

The Borrower's primary expected source of the revenues for payment of its obligations under the Loan Agreement will be the Rent payments and School Loan Repayments the Members of the Obligated receive from MERF pursuant to the Series 2025 Leases and the Series 2025 School Loan Agreement. Based on present circumstances, including the successful operating history of the Magnolia Schools, MERF believes it will generate a sufficient amount of such revenues to meet its payment obligations under the Series 2025

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Leases and the Series 2025 School Loan Agreement representing the source of payment by the Borrower and the Members of the Obligated of debt service on the Bonds. However, any of the Magnolia Schools' charters may be terminated or not extended or renewed, or the basis of the assumptions utilized by MERF and the Borrower to formulate such beliefs may otherwise change. No representation or assurance can be made that the members of the Obligated Group generate or will continue to generate sufficient revenues to meet their obligations under the Loan Agreement and Obligation No. 2 with respect to the Bonds.

Moreover, although in addition to the property subject to the Series 2025 Leases, the Borrower and its affiliates own and lease other facilities through its affiliates to other charter schools, the obligations represented by the Loan Agreement and Obligation No. 2 are not secured generally by such properties of the Borrower's affiliates.

THE BONDS ARE NOT AND SHALL NOT BE DEEMED TO CONSTITUTE A DEBT OR LIABILITY OF THE STATE OR OF ANY POLITICAL SUBDIVISION THEREOF, OTHER THAN THE AUTHORITY, AND ARE NOT AND SHALL NOT BE DEEMED TO BE A PLEDGE OF THE FAITH AND CREDIT OF THE STATE, OR OF ANY POLITICAL SUBDIVISION THEREOF, BUT SHALL BE PAYABLE SOLELY FROM THE FUNDS PROVIDED THEREFOR UNDER THE BOND INDENTURE. NEITHER THE STATE NOR THE AUTHORITY SHALL BE OBLIGATED TO PAY THE PRINCIPAL OF THE BONDS, OR THE REDEMPTION PREMIUM, IF ANY, OR INTEREST THEREON, EXCEPT FROM THE FUNDS PROVIDED THEREFOR UNDER THE BOND INDENTURE. THE ISSUANCE OF THE BONDS SHALL NOT DIRECTLY, INDIRECTLY OR CONTINGENTLY OBLIGATE THE STATE OR ANY POLITICAL SUBDIVISION THEREOF TO LEVY OR TO PLEDGE ANY FORM OF TAXATION OR TO MAKE ANY APPROPRIATION FOR THEIR PAYMENT. THE AUTHORITY HAS NO TAXING POWER. NOTHING IN THE BOND INDENTURE, THE ACT OR OTHERWISE IS AN UNDERTAKING BY THE AUTHORITY OR THE STATE OR ANY POLITICAL SUBDIVISION THEREOF TO FUND THE TRANSFERS DESCRIBED IN THE INTERCEPT NOTICE OR TO MAKE FUNDS AVAILABLE TO THE SERIES 2026 SCHOOLS IN ANY AMOUNT OR AT ANY TIME.

Outbreak of Disease; Coronavirus

An outbreak of disease or similar public health threat, such as the coronavirus ("COVID-19") pandemic, or fear of such an event, could have an adverse impact on the financial condition and operating results of MERF and the Borrower.

The spread of COVID-19 had significant negative impacts throughout the world. The World Health Organization declared the COVID-19 outbreak to be a pandemic, and states of emergency were declared by the State and the United States. The purpose behind these declarations was to coordinate and formalize emergency actions and across federal, State and local governmental agencies, and to proactively prepare for the then-expected wider spread of the virus. Although the states of emergency declared by the State and the United States were subsequently ended, those declarations and actions taken in conjunction therewith had serious economic and financial consequences for businesses, public schools, and other institutions. No assurance can be made that future pandemics or outbreaks of disease will not have similar adverse effects on MERF or the Borrower.

Operating History; Reliance on Projections

See Appendix A for information regarding projected enrollment of each of the Magnolia Schools. No assurance is given that such projections will be met, or that the number of students attending the Magnolia Schools may not diminish in the future. The projections of revenues and expenses contained in Appendix A are based upon the number of students projected to be enrolled at the Series 2026 Schools and the other Magnolia Schools and were prepared by MERF for the Borrower and have not been independently verified by any party other than MERF.

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No feasibility studies have been conducted with respect to operations of the Facilities pertinent to the Bonds. The projections are "forward-looking statements" and are subject to the general qualifications and limitations described herein. The Underwriter has not independently verified the Borrower's projections set forth in Appendix A or otherwise, and makes no representations nor gives any assurances that such projections, or the assumptions underlying them, are complete or correct. Further, the projections relate only to a limited number of fiscal years, and consequently do not cover the entire period that the Bonds will be outstanding.

THE LESSEE PREPARED THE PROJECTIONS BASED ON ASSUMPTIONS ABOUT FUTURE STATE FUNDING LEVELS AND FUTURE OPERATIONS OF ITS SCHOOLS, INCLUDING STUDENT ENROLLMENT AND EXPENSES. THERE CAN BE NO ASSURANCE THAT ACTUAL ENROLLMENT REVENUES AND EXPENSES WILL BE CONSISTENT WITH THE ASSUMPTIONS UNDERLYING SUCH PROJECTIONS. MOREOVER, NO GUARANTEE CAN BE MADE THAT THE PROJECTIONS OF REVENUES AND EXPENSES INCLUDED HEREIN WILL CORRESPOND WITH THE RESULTS ACTUALLY ACHIEVED IN THE FUTURE BECAUSE THERE CAN BE NO ASSURANCE THAT ACTUAL EVENTS WILL CORRESPOND WITH THE PROJECTIONS' UNDERLYING ASSUMPTIONS. ACTUAL OPERATING RESULTS MAY BE AFFECTED BY MANY FACTORS, INCLUDING, BUT NOT LIMITED TO, INCREASED COSTS, LOWER THAN ANTICIPATED REVENUES (AS A RESULT OF INSUFFICIENT ENROLLMENT, REDUCED STATE OR FEDERAL AID PAYMENTS, OR OTHERWISE), EMPLOYEE RELATIONS, CHANGES IN TAXES, CHANGES IN APPLICABLE GOVERNMENT REGULATIONS, CHANGES IN DEMOGRAPHIC TRENDS, CHANGES IN EDUCATION COMPETITION AND CHANGES IN LOCAL OR GENERAL ECONOMIC CONDITIONS. REFER TO APPENDIX A, ATTACHED HERETO, TO REVIEW THE PROJECTIONS, THEIR UNDERLYING ASSUMPTIONS, AND THE OTHER FACTORS THAT COULD CAUSE ACTUAL RESULTS TO DIFFER SIGNIFICANTLY FROM PROJECTED RESULTS. REFER TO "INTRODUCTION" ABOVE, FOR QUALIFICATION AND LIMITATIONS APPLICABLE TO FORWARD-LOOKING STATEMENTS.

Dependence on State Aid Payments that are Subject to Annual Appropriation and Political Factors

California charter schools such as the Lessee's Schools may not charge tuition and have no taxing authority. The primary source of revenue generated by charter schools is aid provided by the State for all public schools. The amount of State aid received with respect to any individual school is based on a variety of factors. The amount of aid available in any year to pay the per pupil allowance is subject to appropriation by the California Legislature. The Legislature bases its decisions about appropriations on many factors, including the State's economic performance. Moreover, because some public officials, their constituents, commentators and others have viewed charter schools as controversial, political factors may also come to bear on charter school funding. As a result, the Legislature may not appropriate funds, or may not appropriate funds in a sufficient amount, for the Schools to generate sufficient revenue to allow the Lessee to meet its obligations under the Series 2025 Leases and the Series 2025 School Loan Agreement representing debt service payments on the Bonds. No liability would accrue to the State in such event, and the State would not be obligated or liable for any future payments or any damages. If the State were to withhold State aid payments for any reason, even for a reason that is ultimately determined to be invalid or unlawful, any of the Lessee's Schools could be forced to cease operations.

Possible Offsets to State Apportionment

Section 41344 of the Education Code provides that if an audit or review requires any of the Lessee's Schools to repay prior year apportionments because of significant audit exceptions, including penalty payments ("Audit Exceptions"), the Superintendent of Public Instruction (the "Superintendent") and the Director of the Department of Finance (the "Director"), or their designees, will jointly establish a plan for the annual repayment of Audit Exceptions (the "Audit Repayment Plan"), which under certain circumstances can extend for a period of up to eight equal annual payments. The State Controller withholds from the State School Fund the amounts specified in the Audit Repayment Plan. If the Superintendent and the Director do

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not establish an Audit Repayment Plan, the State Controller withholds the entire amount of the Audit Exceptions from the next apportionment.

Included in the principal apportionment is the general-purpose entitlement for charter schools, which are the "funds subject to intercept" pursuant to Section 17199.4 of the Education Code ("Section 17199.4"). Specifically, the funds subject to intercept are funds apportioned for purposes of the charter school block grant or the local control funding formula (as described in Section 17199.4) with respect to the Lessee's Schools.

Because the apportionments are the sum of multiple program entitlement calculations as well as prior adjustments, the amount available may be more or less than the calculated amount of funds subject to intercept. The amount available for intercept is therefore the lesser of periodic calculated funds subject to intercept and the amount of cash provided to the Lessee with respect to the Schools by the State.

The State Controller may reduce the funding available in the payment schedules for these apportionments to offset for funds owing to the State. These offsets include, but are not limited to, the following: Charter School Revolving Loan (Education Code Section 41365), Class Size Reduction (Education Code Section 52124); Audit Repayment (Education Code Sections 41341, 41344); and Accounts Receivable (Government Code Section 12419.5), in addition to other possible authorized or required offsets, or additional offsets not yet authorized by legislation. None of the foregoing offsets is currently applicable to the Lessee's Schools.

Charter School Facilities Program Intercepts

As noted above, the Intercepts for MSA-SD and MSA-SA are effectively subordinate to the CSFP Intercepts (as defined below) previously implemented with respect to MSA-SD and MSA-SA and related to the State's Charter School Facilities Program.

MSA-SA. In May 2015, the State Allocation Board approved funding for the project located at MSA-SA in the amount of $17,413,956. Facilities funded pursuant to the Charter School Facilities Program are required to have a 50% Local Matching Share for site acquisition and new construction and the State funds in an amount not to exceed 50% of the total project cost. In connection with the project at the MSA-SA Facilities, the State allocated $8,706,978 in the form of a grant through Proposition 1D. In lieu of a lump sum Local Matching Share, MERF entered into the MSA-SA CSFP Loan on behalf of MSA-SA.

As security for the MSA-SA CSFP Loan and as a condition to establish MERF's financial soundness, MERF, on behalf of MSA-SA, agreed to cause funds necessary for the loan payments under the MSA-SA CSFP Loan to be funds subject to intercept under Section 17199.4 of the Education Code (a "CSFP Intercept"). Funds subject to the CSFP Intercept for MSA-SA by the Controller are limited to funding apportioned to MERF for purposes of the charter school block grant or the Local Control Funding Formula pursuant to the Education Code. The CSFP Intercept for MSA-SA preceded the Intercept approved for the Series 2026 Schools.

To the extent funds are due with respect to the CSFP Intercept for MSA-SA and the Intercept for the Bonds at or about the same time, MERF expects that the CSFP Intercept for MSA-SA will precede the application of the Intercept in connection with the Bonds.

MSA-SD. The State Allocation Board also previously approved funding for an earlier proposed facility to house MSA-SD. The Lessee received an advance apportionment for design and planning purposes, but the project was abandoned in 2016 after SDUSD offered the Lessee the use of the current site of the MSA-SD Facilities. The Lessee is in the process of repaying the State for the advance apportionment through a CSFP Intercept. The total amount outstanding $93,848, which is being repaid over a thirty year term, ending November 1, 2052.

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To the extent funds are due with respect to the CSFP Intercept for MSA-SD and the Intercept for the Bonds at or about the same time, MERF expects that the CSFP Intercept for MSA-SD will precede the application of the Intercept in connection with the Bonds.

MSA-5. In addition, a CSFP Intercept with respect to MSA-5 will be established for repayment of a loan for MSA-5. See " – Additional Indebtedness and Additional School Indebtedness" below.

See also, "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP – OPERATING AND FINANCIAL INFORMATION – Outstanding Debt."

Default Under a Series 2025 Lease; No Assurance Regarding Subsequent Tenant

If there is a default by the Borrower under the Loan Agreement attributable to a default by the Lessee under a Series 2025 Lease, the Members of the Obligated Group will likely not have sufficient funds to satisfy their obligations under the Loan Agreement and Obligation No. 2, absent re-leasing – or in appropriate cases, selling – the applicable Facility. Were the Lessee to default under a Series 2025 Lease, there is no assurance that the applicable Member would be able to find a new tenant for the applicable Facility which could generate revenues in a sufficient amount to allow the Borrower and members of the Obligated Group to make payments under the Loan Agreement and Obligation No. 2 to satisfy debt service on the Bonds or a buyer that would purchase such Facility for a sufficient amount to allow the Borrower to repay principal and interest with respect to the Loan. This risk is heightened by the fact that each of the Facilities has been improved specifically for use as a charter school campus and may be legally restricted to that use.

Survival of Leases after a Bond Default and Foreclosure

The Borrower, MPM Sherman Way, the Lessee, and the Master Trustee will enter into a Subordination, Non-Disturbance and Attornment Agreement in connection with the MSA-1 Lease (the "SNDA"). The SNDA addresses the priority of the rights between the Lessee and the Master Trustee. The SNDA provided that the Lessee's rights under the MSA-1 Lease to the use, possession and enjoyment of the applicable MSA-1 Facilities will not be disturbed by the Master Trustee so long as no event of default exists under the MSA-1 Lease. The non-disturbance portion assures the Lessee that its rights to the MSA-1 Facilities will be preserved ("nondisturbed") on specified conditions within control of the Lessee if the Borrower defaults on its Loan with the Authority and the Master Trustee forecloses on the MSA-1 Facilities. The attornment component of the SNDA provides that the Lessee will continue its obligations under the MSA-1 Lease if a new landlord takes over such Lease.

Additional Indebtedness and Additional School Indebtedness

The Master Indenture permits the issuance of Additional Indebtedness on a parity basis with Obligation No. 2 if certain conditions are met. See "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS – The Master Indenture – Limitations on Additional Indebtedness" herein. The Borrower expects to acquire, construct and equip additional charter schools in the future. If it does, or for certain other expenses, it may issue Additional Indebtedness which may or may not be on a parity basis with Obligation No. 1 and Obligation No. 2 and may or may not be issued through the Master Indenture. If secured on a parity basis, any such parity indebtedness would be entitled to share ratably with the holders of the Bonds and any other holder of parity debt in any moneys realized from the exercise of remedies in the event of a default by the Borrower to the extent provided in the Bond Documents. The amount of any such Additional Indebtedness is undetermined at this time. The issuance of Additional Indebtedness may adversely affect the investment security of the Bonds.

Under the Leases, the Lessee may also issue additional indebtedness, subject to certain conditions and limitations. See "THE LEASES AND SCHOOL LOAN AGREEMENTS – Certain Related Covenants –

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Financial Covenants – Limitation on Liens on Program Revenues" and " – Limitations on Obligated Group Program Indebtedness" herein. The issuance of such additional Lessee indebtedness may adversely affect the investment security of the Bonds.

Grant Anticipation Notes and Related Obligations. On April 17, 2025, the Authority issued its Grant Anticipation Notes, in a principal amount not to exceed $29,500,000 pursuant to that certain Indenture, dated as of April 1, 2025, by and between the Authority and the Notes Trustee. See "INTRODUCTION – Grant Anticipation Note Financing" herein. The proceeds of the sale of the Grant Anticipation Notes were loaned to the Borrower pursuant to the Note Loan Agreement. In turn, the Borrower loaned such proceeds of the Grant Anticipation Notes to the Lessee pursuant to the Grant Anticipation Note Loan Agreement, in order to finance a portion of the costs of construction of the MSA-5 Facility. The obligations of the Lessee under the Grant Anticipation Note Loan Agreement are not a general obligation of the Lessee; rather, such obligations are payable only from the proceeds of an award pursuant to the State's Charter School Facility Program.

The State Allocation Board has approved a preliminary apportionment for the Lessee in the amount of $50,832,322 (the "Preliminary Apportionment") from the State's Charter School Facility Program, for the purpose of financing a portion of the acquisition and construction of the MSA-5 Facility. Pursuant to the Charter School Facility Program, when and if received by the Lessee, 50% of the amounts of such Preliminary Apportionment will consist of a grant to the Lessee, while the remaining 50% of such amounts will consist of a loan (the "MSA-5 CSFP Loan") to the Lessee that will be repaid through an intercept of apportionment made by the State Controller. The MSA-5 CSFP Loan will constitute additional indebtedness of the Lessee.

Upon satisfaction of the applicable requirements of the Charter School Facility Program, the Lessee expects to receive the CSFP Award. The CSFP Award is expected to be wired directly to the Notes Trustee on behalf of the Lessee, and a portion of such award will be used to pay the obligations of the Lessee under the Grant Anticipation Note Loan Agreement, before any remaining amount of the CSFP Award is made available for payment of costs related to the MSA-5 Facility. See "APPENDIX E – CHARTER SCHOOL FACILITIES PROGRAM AND AWARD FUNDING."

Addition and Removal of Members

The Master Indenture permits the addition of Members under the Obligated Group, but it also permits the removal of Members, subject to certain conditions and limitations. See "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS – The Master Indenture – Withdrawal from Obligated Group" herein. Any such withdrawal of Members from the Obligated Group may decrease the revenues available for payment of debt service on the Bonds and may adversely affect the investment security of the Bonds.

No Fee Interest in Certain Facilities

While MPM Sherman Way holds a fee interest in the land and improvements constituting the MSA-1 Facilities, MPM San Diego holds no interest in the land that is the site of the MSA-SD Facilities.

[The MSA-SD Ground Use License is coterminous with the MSA-SD charter term.] MSA-SD Ground Use License provides that it automatically and immediately terminates upon the effective date of any termination or revocation of the MSA-SD Charter. Although MPM San Diego has granted the Master Trustee a security interest in the modular buildings that constitute the MSA-SD Facilities, such modular buildings would have to be relocated in the event of a termination of the MSA-SD Ground Use License.

Under the Series 2025 Mortgage, MPM Sherman Way's interest in the MSA-1 Facilities secures its obligations under the Master Indenture. But, no such mortgage or deed of trust secures the obligations of MSA-SD or MSA-SA under the Master Indenture. Moreover, no Member of the Obligated Group will hold any interest in the MSA-SA Facility.

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State Lien and Restrictive Covenants, Conditions and Restrictions on MSA-SA Facilities and MSA-5 Facility. Pursuant to the requirements of the CSFP Program, the Lessee's interest in each of the MSA-SA Facilities and the MSA-5 Facility is subject to (i) a recorded lien in favor of the State reflecting that each of such Facilities are held in trust by the Lessee for the benefit of the State public school system, and (ii) a recorded restrictive covenant providing as follows:

1. The applicable Facilities and any facilities constructed, rehabilitated, or retrofitted at the such Facilities using funds allocated pursuant to the CSFP Program shall be used only for public school purposes as authorized in the California Constitution and statute;

2. In the event the applicable Facilities are no longer needed for charter school purposes, title to such Facilities shall vest in the school district in which the property is physically located, which the school district shall hold in trust for benefit of the State public school system. The remainder interest provided in the restrictive covenant shall be triggered when the applicable Facilities are no longer needed for charter school purposes and shall then be subject to paragraphs (2) to (6) , inclusive, of subdivision (b) of Section 17078.62 of the Education Code;

3. In the event the applicable school district disclaims its interest in the Facilities, title shall vest in the State;

4. A successor charter school, qualified pursuant to Section 17078.62(b)(2) of the Education Code (the "Lessee's successor"), shall be permitted to meet its facilities needs by occupying the applicable Facilities, for the benefit of the State public school system, on equal terms as the Lessee, including, but not limited to, assumption of fee simple title to such Facilities; and

5. The restrictive covenant shall run with the land and shall be binding upon the Lessee, its successors, and all parties having or acquiring any right, title or interest in the applicable Facilities or any part thereof, and shall inure to the benefit of the State.

Reserve Account

The Bond Indenture establishes the Reserve Account within the Revenue Fund for payment of principal of and interest on the Bonds to the extent the Payments are insufficient to make such payments. Although the Borrower believes such reserve to be reasonable and anticipates that the Payments will be sufficient to cover the debt service on the Bonds, there is no assurance that funds on deposit in the Reserve Account and future Payments will be sufficient to cover debt service on the Bonds.

Purchases and Transfers of Bonds Restricted to Qualified Institutional Buyers and Accredited Investors

As described in the "NOTICE TO INVESTORS" that precedes the Table of Contents of this Limited Offering Memorandum, the Bonds are to be sold (including in secondary market transactions) only to Qualified Institutional Buyers or Accredited Investors. The Bond Indenture contains provisions limiting transfers of the Bonds and beneficial interests therein to Qualified Institutional Buyers or Accredited Investors. The face of each Bond will contain a legend indicating that the Bond is subject to transfer restrictions as set forth in the Bond Indenture. The Bonds will be issued in minimum denominations of $25,000 and any integral multiple of $5,000 in excess thereof (or the aggregate principal amount of any maturity of the Bonds Outstanding, if lower, in integral multiples of $5,000). In light of these restrictions, purchasers should not expect that there will be an active secondary market for the Bonds.

There can be no assurance that there will be a secondary market for the purchase or sale of the Bonds, and there may be no market for the Bonds depending upon prevailing market conditions, the financial condition or market position of firms who make up the secondary market and the financial position and results

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of operations of the Borrower. The Underwriter is not obligated to create a secondary market for the purchase or sale of the Bonds.

Investors should be aware that they might be required to bear the financial risks of this investment for an indefinite period of time and/or that to the extent there is a secondary market for the Bonds, the secondary market price of the Bonds may be affected as a result of the restrictions. If a trading market for the Bonds develops, future trading prices of such Bonds will depend on many factors, including, among other things, prevailing interest rates and the market for similar instruments. Depending upon those and other factors, the Bonds may trade at a discount from their principal amount.

Tax Related Issues

Tax-Exempt Status of Interest on the Series 2025A Bonds. The Code imposes a number of requirements that must be satisfied for interest on state and local obligations, such as the Series 2025A Bonds, to be excludable from gross income for federal income tax purposes. These requirements include limitations on the use of Series 2025A Bond proceeds, limitations on the investment earnings of Series 2025A Bond proceeds prior to expenditure, a requirement that certain investment earnings on Series 2025A Bond proceeds be paid periodically to the United States and a requirement that the issuers file an information report with the Internal Revenue Service (the "IRS"). The Authority, the Borrower, and MERF have covenanted in certain of the documents referred to herein that they will comply with such requirements. Failure by any of the foregoing to comply with the requirements stated in the Code and related regulations, rulings and policies may result in the treatment of interest on the Series 2025A Bonds as taxable, retroactively to the date of issuance of the Series 2025A Bonds.

Existence and Maintenance of Tax-Exempt Status. The Lessee and the Borrower have been organized to provide various educational and philanthropic services. See "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP." The tax-exempt status of the Series 2025A Bonds depends upon the existence and maintenance by the Borrower and the Lessee of their respective statuses as organizations described in Section 501(c)(3) of the Code. The existence and maintenance of such status is contingent on compliance with general rules promulgated in the Code and related regulations regarding the organization and operation of organizations described in Section 501(c)(3) of the Code, including the operation for charitable and educational purposes and avoidance of transactions which may result in more than an insubstantial amount of unrelated business activity and/or cause the assets of either to inure to the benefit of private individuals.

In recent years, the IRS has increased the frequency and scope of its audit and other enforcement activity regarding tax-exempt organizations and, in particular, charter schools. As a result, tax-exempt organizations are increasingly subject to a greater degree of scrutiny. The primary penalty available to the IRS under the Code with respect to a tax-exempt entity engaged in unlawful private benefit or more than an insubstantial amount of unrelated business activity is the revocation of tax-exempt status. Although the IRS has not frequently revoked the Section 501(c)(3) status of nonprofit corporations, it could do so in the future. Loss of tax-exempt status by the Borrower or the Lessee could potentially result in loss of tax exemption of interest on the Series 2025A Bonds and of other existing and future tax-exempt debt of members of the Obligated Group, if any, and defaults in covenants regarding the Series 2025A Bonds and other existing and future tax-exempt debt, if any, would likely be triggered.

Less onerous sanctions have been enacted which enforce rules applicable to Section 501(c)(3) organizations, but these sanctions do not replace the other remedies available to the IRS as mentioned above.

State Income Tax Exemption. The loss by MERF or the Borrower of federal tax exemption might trigger a challenge to its State income tax exemption. Such event could be adverse and material.

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Unrelated Business Income. In recent years, the IRS and state, county and local taxing authorities have been undertaking audits and reviews of the operations of tax-exempt organizations with respect to their exempt activities and the generation of unrelated business taxable income ("UBTI"). To the extent the Lessee or the Borrower do not properly account for and report UBTI, if any, an investigation or audit could lead to a challenge which could result in taxes, interest and penalties with respect to unreported UBTI (which might be substantial) and in some cases could ultimately affect the tax-exempt status of the Borrower or the Lessee, as well as the exclusion from gross income for federal income tax purposes of the interest on the Series 2025A Bonds.

Exemption from Property Taxes. In recent years, State, county and local taxing authorities have been undertaking audits and reviews of the operations of tax-exempt corporations with respect to their real property tax exemptions. The management of the Borrower and the Lessee believe that the Facilities are exempt from California real property taxation.

Factors That Could Affect the Security Interest in the Facilities; Superior Liens

The Master Trustee's security interest in the Facilities may be subordinated to the interest and claims of others in several instances. Some examples of cases of subordination of prior claims are (i) statutory liens, (ii) rights arising in favor of the United States of America or any agency thereof, (iii) present or future prohibitions against assignment in any statutes or regulations, (iv) constructive trusts, equitable liens or other rights impressed or conferred by any state or federal court in the exercise of its equitable jurisdiction, (v) federal or state bankruptcy or insolvency laws that may affect the enforceability of the Loan Agreement, (vi) rights of third parties in amounts not in the possession of the Trustee, (vii) claims that might arise if appropriate financing or continuation statements are not filed in accordance with the California Uniform Commercial Code as from time to time in effect, and (viii) mechanics liens.

No Appraisal

No appraisal has been obtained for the MSA-1 Facility. There can be no assurance that, should the Borrower default in the making of the payments due under the Loan Agreement or any Obligation, the MSA-1 Facility could be foreclosed upon and sold for the amounts owed under the Loan Agreement, Obligation No. 2, or any other future Obligations issued under the Master Indenture.

Limitations on Value of the Facilities and to Remedies Under the Mortgages

Maintenance of Value. The Facilities are located in a region that has experienced significant real property market volatility over the past several years. There can be no assurance made that, should the Members of the Obligated Group default in making the payments due under Obligation No. 2 or any of the Prior Obligations, including in the event MERF defaults in making the Rent payments due under the Leases, the Facilities could be foreclosed upon and sold for the amounts owed under the Obligations.

Hazardous Substances. While governmental taxes, assessments and charges are common claims against the value of property, other less common claims may be relevant. One of the most serious in terms of the potential reduction in the value that may be realized is a claim with regard to hazardous substances. In general, the Members may be required by law to remedy conditions of a Facility relating to release of hazardous substances. The federal Comprehensive Environmental Response, Compensation and Liability Act of 1980, sometimes referred to as "CERCLA" or the "Superfund Act," is the most well-known and widely applicable of these laws. California laws with regard to hazardous substances are stringent and similar to certain federal acts. Under many of these laws, the owner (or operator) is obligated to remedy a hazardous substance condition of property whether or not the owner (or operator) had or has anything to do with the creation or handling of the hazardous substance. The effect, therefore, should a Facility be affected by a hazardous substance, is generally to reduce the marketability and value of the parcel by the cost of remedying the condition. Further, such liabilities may arise not simply from the existence of a hazardous substance but

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from the method of handling the hazardous substance. Any of these potentialities could significantly affect the value of the Project that would be realized upon a default and foreclosure.

See " – Environmental Risks and Prior Environmental Inspections" below for a description of certain environmental reports regarding the Facilities.

Foreclosure. There are two methods of foreclosing on a deed of trust or mortgage under California law, by nonjudicial sale and by judicial sale. Foreclosure under a deed of trust may be accomplished by a nonjudicial trustee's sale under the power of sale provision in the deed of trust. Prior to such sale, the trustee must record a notice of default and election to sell and send a copy to the trustor, to any person who has recorded a request for a copy of the notice of default and notice of sale, to any successor in interest of the trustor and to certain other parties discernable from the real property records. The trustee then must wait for the lapse of at least three months after the recording of the notice of default and election to sell before establishing the trustee's proposed sale date and giving a notice of sale (in a form mandated by California statutes). The notice of sale must be posted in a public place and published once a week for three consecutive calendar weeks, with the first such publication preceding the trustee's sale by at least 20 days. Such notice of sale must be posted on the property and sent, at least 20 days prior to the trustee's sale, to the trustor, to each person who has requested a copy, to any successor in interest of the trustor, to the beneficiary of any junior deed of trust and to certain other parties discernable from the real property records. In addition, the notice of sale must be recorded with the county recorder at least 14 days prior to the date of sale. The trustor, any successor in interest of the trustor in the trust property, or any person having a junior lien or encumbrance of record may, during the statutory reinstatement period, which extends to five days prior to the sale date, cure any monetary default by paying any delinquent installments of the debt then due under the terms of the deed of trust and certain other obligations secured thereby (exclusive of principal due by virtue of acceleration upon default) plus costs and expenses actually incurred in enforcing the obligation and certain statutorily limited attorneys' and trustees' fees. Following a nonjudicial sale, neither the trustor nor any junior lienholder has any right of redemption, and the beneficiary may not ordinarily obtain a deficiency judgment against the trustor.

Should foreclosure under a deed of trust be sought in the form of a judicial foreclosure, it is generally subject to most of the delays and expenses of other lawsuits, and may require several years to complete. The primary advantage of a judicial foreclosure is that the beneficiary is entitled, subject to other limitations, to obtain a deficiency judgment against the trustor to the extent that the amount of the debt is in excess of the fair market value of the property. Following a judicial foreclosure sale, the trustor or its successors in interest may redeem the property for a period of one year (or a period of only three months if the proceeds of sale are sufficient to satisfy the debt, plus interest and costs). In addition, in order to assure collection of any rents assigned as additional collateral under a Mortgage, a receiver for the applicable Facilities may be appointed by a court.

Damage, Destruction or Condemnation. Although the Borrower will be required to cause the Members to obtain certain insurance against damage or destruction as set forth in the Loan Agreement and the Series 2025 Mortgage related to the MSA-1 Facility, there can be no assurance that any portion of the Facilities will not suffer losses for which insurance cannot be or has not been obtained or that the amount of any such loss, or the period during which a Series 2025 Landlord, as a result of damage or destruction to the applicable Facilities, cannot generate revenues, will not exceed the coverage of such insurance policies.

If the Facilities, or any portion thereof, are damaged or destroyed, or are taken in a condemnation proceeding, the proceeds of insurance or any condemnation award for the Facilities, or any portion thereof, must be applied as provided in the Loan Agreement to restore or rebuild the Facilities or to redeem Bonds. There can be no assurance that the amount of revenues available to restore or rebuild the Facilities, or any portion thereof, or to redeem Bonds will be sufficient for that purpose, or that any remaining portion of the Facilities will generate revenues sufficient to pay the expenses of the Borrower and the Loan Repayments.

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Seismic Activity. The Facilities are located in seismically active regions of California. The occurrence of severe seismic activity could result in substantial damage to any of such Facilities, which could adversely affect the ability of the Lessee to operate such Facilities or make payments due under the corresponding Series 2025 Lease or School Loan Agreement and/or the ability of the Borrower to make the Loan Repayments and could adversely affect the value of such Facilities. Neither the Borrower nor the Members are obligated by the Loan Agreement or Master Indenture to maintain earthquake insurance on any portion of the Facilities and there can be no assurance that the Borrower or the Members of the Obligated Group will obtain such coverage in the future.

None of the Facilities are located within an Alquist-Priolo Earthquake Fault Zone, which is an area in the vicinity of an active fault that constitutes a potential hazard to structures from surface faulting or fault creep as determined in accordance with applicable provisions of the State's Public Resources Code.

Flood. Under the Master Indenture, each Member covenants and agrees that it will maintain (or cause to be maintained) appropriate flood insurance as required under the National Flood Insurance Act of 1968, Flood Disaster Protection Act of 1973, or the National Flood Insurance Reform Act of 1994 as amended or as recommended by the Insurance Consultant if the applicable Facility is determined to be in a Special Flood Hazard Area. However, none of the Facilities are located in special flood hazard areas as designated by the Federal Emergency Management Agency.

Wildfires. Major wildfires have occurred in recent years in different regions of the State, including significant fires throughout the fall of 2020, the summer of 2021, and the winter of 2025. Serious and significant property damage has resulted in other areas of the State due to fire damage. The Governor has previously signed a number of measures into law intended to address a variety of issues related to mitigating the risk of wildfires, including forest management, mutual aid for fire departments, emergency alerts and other safety mandates.

Neither of the Borrower nor the Lessee can make any representation regarding the effects that future wildfires may have on their respective operations or finances, or to what extent any such wildfires could cause disruptions to economic activity in the vicinity of the Facilities.

Sea Level Rise. Various State and local agencies have produced reports or assessments in connection with planning for the potential effects of sea level rise, which increases the potential for severe flooding caused by the occurrence of coastal and inland flooding. Neither of the Borrower nor the Lessee are able to predict whether sea level rise, or associated impacts thereof, will occur, and if any such events occur, whether they will have a material adverse effect on their respective operations and financial condition, or more generally affect the region's economy.

Climate Change. In addition to the events described above, climate change caused by human activities may have adverse effects generally on the economy and communities surrounding the Facilities, and on the value of the Facilities themselves. As greenhouse gas emissions continue to accumulate in the atmosphere as a result of economic activity, many scientists expect that climate change will intensify, increasing the frequency, severity and timing of extreme weather events such as coastal storm surges, droughts, wildfires, floods, heat waves, and rising sea levels. Projections of the impact of global climate change are complex and depend on a variety of factors outside of the control of the Borrower and the Lessee. The various scientific studies that forecast the amount and timing of adverse impacts of climate change are based on assumptions contained in such studies, but actual events may vary materially. In addition, the scientific understanding of climate change and its effects continues to evolve. Accordingly, neither of the Borrower nor the Lessee is able to forecast with certainty when or if adverse impacts of climate change will occur or the extent of such impacts.

Environmental Risks. There are potential risks relating to liabilities for environmental hazards with respect to the ownership of any real property, including those described above under " – Hazardous

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Substances." If hazardous substances are found to be located on a property, owners of such property may be held liable for costs and other liabilities related to the removal of such substances which costs and liabilities could exceed the value of the Facilities or any portion thereof.

Various environmental inspections have been performed for the MSA-1 Facilities in the past, as follows. The Lessee received from California Environmental Geologists & Engineers, Inc. ("California Environmental") an Environmental Site Assessment Report – Phase I dated October 13, 2016 (the "2016 MSA-1 Environmental Report"). California Environmental noted in its 2016 MSA-1 Environmental Report that no recognized environmental conditions ("RECs"), historical recognized environmental conditions ("HRECs"), or Controlled Recognized Environmental Conditions ("CRECs") were identified in connection with the MSA-1 Facilities. However, California Environmental cautioned that a dry cleaner operation, which is located at 18235 Sherman Way, is a potential source of volatile organize compounds ("VOCs") contamination that could impact the subject property subsurface. Accordingly, California Environmental recommended a limited soil-gas assessment to test for VOCs in shallow soil gas beneath the property. California Environmental noted that there were two additional properties within a one-quarter mile radius of the subject property that could have environmental concerns. However, California Environmental stated that, due to their distance from the subject property and their groundwater gradient, it is unlikely that either property would impact the subject property subsurface.

The 2016 MSA-1 Environmental Report did not find any indication of the following environmental factors at the Facilities, among others: surface drains, catch basins, sumps or standing water, past use, treatment, storage, disposal or generation of hazardous substances, significant hazardous substance use, existing aboveground or underground storage tanks, clarifiers, sumps, or grease interceptors, onsite disposal or landfill of solid waste material, wastewater treatment or disposal systems, or strong, pungent or noxious odors. The 2016 MSA-1 Environmental Report was prepared for the Lessee and intended for the purpose of determining site conditions through limited research and investigation and can in no way be considered a conclusive site characterization. No warranty, express or implied of any kind is made or intended in connection with the 2016 MSA-1 Environmental Report.

The Lessee also received from California Environmental an Environmental Site Assessment Report – Phase I Update and Screening Soil Evaluation – Phase II dated May 2017 (collectively, the "2017 MSA-1 Environmental Report"). California Environmental reports that the dry-cleaning and laundry business, which remains the nearest listed environmental concern site, is located approximately 150 feet to the northwest of the subject property. California Environmental indicated that no known solvent releases had been reported for the MSA-1 Facilities. The 2017 MSA-1 Environmental Report stated that the nearest listed contaminated site to the subject property was approximately 656 feet to the southwest and the listing related to a January 1984 gasoline release to soil. Due to the distance from the subject property and a southeasterly groundwater gradient, California Environmental stated that it was unlikely that this off-site release had impacted the MSA-1 Facilities subsurface. California Environmental noted that a second contaminated site was located approximately 798 feet east of the subject property. Due to the distance from MSA-1 Facilities and a southeasterly groundwater gradient, California Environmental found it unlikely for the off-site release to impact the MSA-1 Facilities subsurface.

The 2017 MSA-1 Environmental Report stated that no RECs, HRECs, or CRECs were identified at the MSA-1 Facilities. In addition, California Environmental conducted soil gas sampling at the subject property on May 10, 2017 to evaluate the presence of VOCs associated with the dry cleaners located at 18235 Sherman Way. Based on a review of all samples collected, California Environmental indicated that all such samples were below the applicable reporting threshold set forth by the Environmental Protection Agency. Accordingly, California Environmental stated that additional assessment was not recommended.

In May 2017, the Lessee received from California Environmental an Environmental Site Assessment – Phase I (the "MSA-SD Environmental Report") with respect to the MSA-SD Facility. California Environmental noted in its MSA-SD Environmental Report that it had found no evidence of RECs, HRECs, or

CRECs in connection with the property. California Environmental included a finding that the property is listed on a database related to the generation of asbestos containing waste produced in 2004. However, California Environmental stated that such asbestos waste was likely associated with remodeling or renovation activities and was not considered an environmental concern. Based on California Environmental's review of the surrounding area, the nearest listed contaminated site to the subject property had an unauthorized release of petroleum hydrocarbons in 1993. However, California Environmental stated that it is unlikely that such offsite release impacted the subject property due to the distance between the release and the site.

The MSA-SD Environmental Report did not find any indication of the following environmental factors at the MSA-SD Facility, among others: surface drains, catch basins, sumps or standing water, past use, treatment, storage, disposal or generation of hazardous substances, significant hazardous substance use, existing aboveground or underground storage tanks, clarifiers, sumps, or grease interceptors, onsite disposal or landfill of solid waste material, wastewater treatment or disposal systems, or strong, pungent or noxious odors. The MSA-SD Environmental Report was prepared for the Lessee and intended for the purpose of determining site conditions through limited research and investigation and can in no way be considered a conclusive site characterization. No warranty, express or implied of any kind is made or intended in connection with the MSA-SD Environmental Report.

The environmental reports described above speak only as of their respective dates and the provider of such reports has not been asked to perform any additional assessments with respect to the subject properties. Such environmental reports are subject to numerous limitations and disclaimers stated therein.

Bankruptcy

The rights and remedies of the Beneficial Owners of the Bonds are subject to various provisions of the Federal Bankruptcy Code (the "Bankruptcy Code"). If the Borrower, any Member or the Lessee were to become a debtor in a bankruptcy case, its revenues and certain of its accounts receivable and other property created or otherwise acquired after the filing of such petition and for up to 90 days prior to the filing of such petition may not be subject to the security interest created under the applicable Mortgage for the benefit of the Beneficial Owners of the Bonds. The filing would operate as an automatic stay of the commencement or continuation of any judicial or other proceeding against such entity, and its property, and as an automatic stay of any act or proceeding to enforce a lien upon or to otherwise exercise control over such property. If the bankruptcy court so ordered, the property of the Borrower or a Member, including accounts receivable and proceeds thereof, could be used for the financial rehabilitation of such entity despite the security interest of the Trustee therein. While the Bankruptcy Code requires that the interest of the Trustee as lien owner be adequately protected before the collateral may be used by the Borrower or a Member, such protection could take the form of a replacement lien on assets acquired or created after the bankruptcy petition is instituted. The rights of the Trustee to enforce liens and security interests against the Borrower's or Member's assets could be delayed during the pendency of the rehabilitation proceedings.

The Borrower or the Lessee could file a plan for the reorganization of its debts in any such proceeding which could include provisions modifying or altering the rights of creditors generally, or any class of them, secured or unsecured. The plan, when confirmed by a court, binds all creditors who had notice or knowledge of the plan and discharges all claims against the debtor provided for in the plan. No plan may be confirmed unless certain conditions are met, among which are that the plan is in the best interests of creditors, is feasible and has been accepted by each class of claims impaired thereunder. Each class of claims has accepted the plan if at least two thirds in dollar amount and more than one half in number of the class cast votes in its favor. Even if the plan is not so accepted, it may be confirmed if the court finds that the plan is fair and equitable with respect to each class of non-accepting creditors impaired thereunder and does not discriminate unfairly.

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Factors Associated with the Magnolia Schools' Operations

General Factors. There are a number of factors affecting schools generally that could have an adverse effect on the Lessee's financial position and ability to operate the Facilities as charter schools and, consequently, on the Borrower's ability to make Loan Repayments necessary to make debt service payments on the Bonds. These factors include, but are not limited to: (i) failure to qualify for statutory reimbursement under state programs; (ii) increasing costs of compliance with federal, state or local laws or regulations, including, but not limited to, laws or regulations concerning environmental quality, work safety and accommodation of persons with disabilities; (iii) taxes or other charges imposed by federal, state or local governments; (iv) the ability to attract a sufficient number of students; (v) changes in existing statutes pertaining to the powers of the Magnolia Schools and disruption of such charter schools' operations by real or perceived threats against such charter schools, their staff members or students; and (vi) decline in the reputation of any such charter school or the ability of such a charter school and its management to provide educational services desired and accepted by the population it serves.

Changes in Law and Governmental Authorities. In the Summer of 2023, the Oklahoma Statewide Virtual Charter School Board (the "Oklahoma Authorizer Board") approved the nation's first openly religious public charter school, St. Isidore of Seville Virtual Catholic Charter School ("St. Isidore"). Subsequently, the Oklahoma Attorney General sued the Oklahoma Authorizer Board seeking the rescission of the St. Isidore charter on the basis that it violated the Oklahoma Constitution. After a June 2024 decision by the Oklahoma Supreme Court against St. Isidore, the Oklahoma Authorizer Board rescinded its charter. However, St. Isidore and its supporters argue that the rescission of the charter violates the free exercise clause of the First Amendment to the U.S. Constitution. In January 2024, the U.S. Supreme Court granted certiorari to two related cases regarding the St. Isidore matter. If the U.S. Supreme Court holds in favor of St. Isidore, the decision may open the door to allowing religious public charter schools in all states, including California. Such a decision could fundamentally change the landscape, funding and operations of public charter schools nationally. It could also allow current religious private schools to receive charter school funding, increasing competition for existing charter schools, including the Magnolia Schools, or result in other unknown consequences.

In addition, on January 27, 2025, the U.S. Office of Management and Budget ("OMB") issued a memorandum directing federal agencies to temporarily pause all activities related to the obligation or disbursement of federal financial assistance, and other relevant activities, that may be implicated by recent executive orders issued under the Trump Administration. On January 29, 2025, OMB rescinded the memorandum. Following the rescission, the White House press secretary noted that the recission of the memorandum was "[not] a recission of the federal funding freeze." The U.S. Department of Education released a letter, dated February 14, 2025, notifying schools and colleges to eliminate diversity, equity, and inclusion programs and initiatives by the end of the month or risk losing federal funding.

A portion of the Lessee's revenue is derived from federal funding, which may be further impacted by the executive order signed by President Trump on March 20, 2025, to begin dismantling the U.S. Department of Education. Neither the Lessee nor the Borrower are able to predict the extent of such impact at this time and whether any such impact will materially affect their finances and operations.

Potential purchasers should be aware that the Lessee faces constant competition for students and there can be no assurance that its charter schools will continue to attract and retain the number of students that are needed to generate revenues sufficient to make payments on the Series 2025 Leases and the Series 2025 School Loan Agreement that are the source of revenue to pay debt service on the Bonds. Neither the Borrower nor the Lessee can assess or predict the ultimate effect of the foregoing factors on their respective operations or financial results of their operations or on the ability of the Lessee to make payments required under the Series 2025 Leases and the Series 2025 School Loan Agreement, or on the ability of the Borrower and the Members to make payments required under the Loan Agreement and Obligation No. 2.

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See also, " – Specific Risks of Charter Schools" below.

Dependency on State Finances

Charter schools, like all public schools, depend on revenues from the State for a large portion of their operating budgets. The availability of State funds for public education is a function of constitutional and statutory provisions affecting school district revenues and expenditures, the condition of the State economy (which affects total revenue available to the State School Fund) and the annual State budget process. Decreases in State revenues may adversely affect education appropriations made by the Legislature. As noted, the Legislature bases its decisions about appropriations on many factors, including the State's economic performance, and, because some public officials, their constituents, commentators and others have viewed charter schools as controversial, political factors may also come to bear on charter school funding. See "CERTAIN RISK FACTORS – Dependence on State Aid Payments that are Subject to Annual Appropriation and Political Factors" above.

The State has previously experienced severe financial difficulties. In prior years, the State's response to its financial difficulties has had a significant impact on Proposition 98 funding and settle-up treatment, as further described in "STATE FUNDING OF EDUCATION." In the past, the State has sought to avoid or delay paying settle-up amounts when funding has lagged the guaranteed amount. The State has also sought to avoid increases in the minimum guarantee through various mechanisms by treating any excess appropriations as advances against subsequent years' Proposition 98 minimum funding levels rather than current-year increases; by deferring State aid payments from one fiscal year to the next; and by suspending Proposition 98. Continued decreases in State revenues may adversely affect education appropriations made by the Legislature. None of the Borrower, the Lessee or any other party to the Bond transaction can predict how State income or State education funding will vary over the entire term of the Bonds. No party to the Bond transaction takes any responsibility for informing owners of the Bonds about any such changes.

Information about the financial condition of the State, as well as its budget and spending for education, is available and regularly updated on various State-maintained websites, including those of the LAO, the Department of Finance and the California State Controller. Such information is prepared by the respective State entity maintaining each such website and not by any of the parties to this transaction. The parties to this transaction take no responsibility for the accuracy, completeness or timeliness of such information or the continued accuracy of the internet addresses noted herein, and no such information is incorporated herein by these references.

Budget Delays and Restrictions on Disbursement of State Funds during a Budget Impasse

The State Constitution specifies that an annual budget will be proposed by the Governor by January 10 of each year for the next fiscal year (the "Governor's Budget"). Under State law, the annual proposed Governor's Budget cannot provide for projected expenditures in excess of projected revenues for the ensuing fiscal year. State law also requires the Governor to update the Governor's Budget projections and budgetary proposals by May 14 of each year (the "May Revision"). The May Revision is normally the basis for final negotiations between the Governor and Legislature to reach agreement on appropriations and other legislation to fund State government for the ensuing fiscal year (the "Budget Act").

The Budget Act must be approved by a majority vote of each House of the Legislature and must be in balance. The budget becomes law upon the signature of the Governor. Text of proposed and adopted budgets may be found at the website of the Department of Finance, www.dof.ca.gov, currently under the heading "California Budget." Analyses of budgets are prepared by the Legislative Analyst's Office at www.lao.ca.gov. Such information is prepared by the respective State entity maintaining each such website and not by any of the parties to this transaction. The parties to this transaction take no responsibility for the accuracy, completeness or timeliness of such information or the continued accuracy of the internet addresses noted herein, and no such information is incorporated herein by these references.

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The State Legislature is required to approve a State Budget Act no later than June 15 of each year. The State Legislature has failed to approve the State Budget Act by the deadline therefor in a number of years. Failure by the State to adopt a Budget Act restricts the California State Controller's ability to disburse State funds after the beginning of the ensuing fiscal year. See "STATE FUNDING OF EDUCATION – General – Adoption of Annual State Budget" herein regarding the ability of the State Controller to disburse State funds in such situations. Any State budget delay would delay the State's appropriation of funds and could negatively impact the Lessee's ongoing viability and its ongoing ability to make payments under the Leases representing debt service on the Bonds.

Key Management

The creation of, and the philosophy of teaching in, charter schools generally initially may reflect the vision and commitment of a few key persons on the board of directors and/or the upper management of the charter school or its management organization ("Key Directors/Managers"). Loss of any such Key Directors/Managers, and the inability of the Borrower, the Lessee, or the Lessee to find comparable qualified replacements, could adversely affect their respective operations or financial results." See "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" attached hereto for information regarding the management and leadership of the Borrower, the Lessee, the Series 2026 Schools, and the other Magnolia Schools.

Other Limitations on Enforceability of Remedies

There exists common law authority and authority under various state statutes pursuant to which courts may terminate the existence of a nonprofit corporation or undertake supervision of its affairs on various grounds, including a finding that the corporation has insufficient assets to carry out its stated charitable purposes or has taken some action which renders it unable to carry out such purposes. Such court action may arise on the court's own motion or pursuant to a petition of a state attorney general or other persons who have interests different from those of the general public, pursuant to the common law and statutory power to enforce charitable trusts and to see to the application of their funds to their intended charitable uses.

In addition to the foregoing, the realization of any rights under the Loan Agreement, the Bond Indenture and the Mortgages upon a default depends upon the exercise of various remedies specified in the Loan Agreement, the Bond Indenture and the Mortgages. These remedies may require judicial action which is often subject to discretion and delay. Under existing law, certain of the remedies specified in the Loan Agreement, the Bond Indenture and the Mortgages may not be readily available or may be limited. For example, a court may decide not to order the specific performance of the covenants contained in the Loan Agreement, the Bond Indenture or a Mortgage. Accordingly, the ability of the Authority, the Trustee or the Master Trustee to exercise remedies under the Loan Agreement, the Bond Indenture and the Mortgages, as applicable, upon an Event of Default could be impaired by the need for judicial or regulatory approval.

Amendment of Legal Documents; Minority Bondholder Risks

The Bond Indenture permits certain modifications to be made thereto with the consent of Holders of a majority in interest of the aggregate principal amount of the Bonds then outstanding; provided that, no such modification may (1) extend the fixed maturity of any Bonds or reduce the rate of interest thereon or extend the time of payment of interest, or reduce the amount of the principal thereof or (2) reduce the aforesaid percentage of Holders of Bonds whose consent is required for the execution of such supplemental indentures or (3) extend the time of payment or (4) permit the creation of any lien on the Payments or the assets pledged under the Bond Indenture prior to or on a parity with the lien of the Bond Indenture or (5) deprive the Holders of the Bonds of the lien created by the Bond Indenture upon the Payments or the assets pledged herein, without the consent of the Holders of at least 80% of the aggregate principal amount of the Bonds then outstanding.

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The Loan Agreement permits certain modifications to be made thereto with the consent of the Holders of a majority in interest of the aggregate principal amount of the Bonds then outstanding; provided that, no such modification may reduce the amount of Loan Repayments payable to the applicable Issuer, or extend the time for making such payments, without the written consent of the Holders of at least 80% of the aggregate principal amount of the applicable Bonds then outstanding.

Similarly, the Master Indenture permits certain modifications to be made thereto with the consent of Related Indebtedness Holders holding a majority in interest of the Related Indebtedness then outstanding; provided that no such modification may (1) extend the stated maturity of or time for paying interest on any Obligation or reduce the principal amount of or the redemption premium or rate of interest or method of calculating interest payable on any Obligation without the consent of the Related Indebtedness Holders of at least 80% of the aggregate principal amount of the Related Indebtedness outstanding with respect to such Obligation, (2) modify, alter, amend, add to or rescind any of the terms relating to defaults under the Master Indenture so as to affect the right of the Holders of any Obligations in default as to payment to compel the Master Trustee to declare the principal of all Obligations to be due and payable, without the consent of the Related Indebtedness Holders of at least 80% of the aggregate principal amount of the Related Indebtedness then outstanding, or (3) reduce the aggregate Principal Amount of Obligations then outstanding the consent of the Related Indebtedness Holders of which is required to authorize such modification, without the consent of the Related Indebtedness Holders of at least 80% of the aggregate principal amount of the Related Indebtedness then outstanding.

Accordingly, significant modifications to the foregoing documents may affect the rights of Holders of the Bonds without their consent; and any holder of less than 20% in interest of the aggregate principal amount of the Related Indebtedness outstanding may be unable to prevent such modifications. See "APPENDIX C – SUMMARY OF PRINCIPAL BOND DOCUMENTS" attached hereto.

Specific Risks of Charter Schools

Charter School Law. The Charter School Law is evolving. Amendments are made relatively frequently and legislative and public attitudes are still forming. Certain amendments have been described elsewhere in this Limited Offering Memorandum. It is likely that additional changes will be made in the future, some of which may be adverse to charter schools in general may affect the financial viability of the Schools.

Non-Renewal or Revocation of Charters. The Charter School Law enables charter authorizers to grant five-year charters which may be renewed after evaluation and can be revoked at any time because of either educational non-performance or fiscal mismanagement. See "CHARTER SCHOOLS" herein. In addition, the management of the Lessee believes that it has stable relationships with representatives on the State Board of Education, representatives of the governing boards of several school districts, and representatives of several county boards of education, each of which, under appropriate circumstances, is authorized to grant charters under the Charter School Law. See "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP – MISSION, EDUCATIONAL PHILOSOPHY AND APPROACH – Charter Renewal History" herein.

Legal Challenges. In addition to non-renewal or revocation, a charter may also be subject to challenge by an interested third-party. No assurance can be given that a Series 2025 School's charter will not be subjected to legal challenge. See "ABSENCE OF MATERIAL LITIGATION – The Borrower" herein and "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP – FINANCIAL INFORMATION AND CASH FLOWS – Litigation." Any failure of the Lessee to have a charter for each of its schools in place could well have a material adverse effect on the Members or the Borrower and their ability to generate

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revenues necessary to make payments under the Loan Agreement and Obligation No. 2 which are expected to provide sufficient revenues to satisfy the debt service requirements for the Bonds.

Budgetary Constraints. Charter schools are funded primarily from State and local tax revenues and budgetary pressures at the State or local level may jeopardize future funding levels, which may adversely affect the ability of the Borrower and the Members of the Obligated Group to make payments under the Loan Agreement and Obligation No. 2. See "STATE FUNDING OF EDUCATION" above.

Enrollment Levels. The Lessee's revenues and financial strength will depend in part upon maintaining certain enrollment levels at its charter schools. A reduction in enrollment for any such charter school may have the result of reducing revenues available to pay amounts due under the Series 2025 Leases and the Series 2025 School Loan Agreement. See "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" attached hereto.

Risk of Reduction in ADA Funding. Since the majority of funds for the Lessee's charter school operations come from the State on the basis of ADA, each such charter is subject to State funding reductions or restrictions that might affect all public school districts and charter schools. Among other such risks, over time the State may not increase ADA-based funding commensurate with increases in the cost of school operations, or the State may even decrease ADA-based funding.

ADA-based funding is determined by actual attendance, and not by student enrollment data. Regardless of the statewide level of ADA-based funding, the Magnolia Schools are subject to loss of revenue if enrollment should decrease, or if average daily attendance should decrease even if enrollment remains steady, whether due to student illness, truancy or other factors. Such a loss of revenues could adversely affect the ability of the Lessee to make payments due under the Series 2025 Leases and the Series 2025 School Loan Agreement and, consequently, the ability of the Borrower and the Members of the Obligated Group to make payments under the Loan Agreement and Obligation No. 2.

In addition, the Charter School Law prohibits a charter school from imposing fees or charges for its educational services. Therefore, the Lessee is dependent upon receipt of ADA-based funding, as well as philanthropic support. There is little the Lessee or the Borrower can do to increase revenues, other than for the Magnolia Schools to admit a larger number of students.

Compliance with the Elementary and Secondary Education Act. Prior to the adoption of the ESSA (defined below), the No Child Left Behind Act of 2001 (the "NCLB") served as the primary federal law with respect to K-12 education. NCLB employed the concept of Adequate Yearly Progress ("AYP") to measure and hold schools and school districts responsible for student achievement. In California, the NCLB subjected California schools to an annual AYP determination. AYP was calculated by using a formula set by the California Department of Education. It measured participation rates, math and reading performance, and graduation rate targets for the elementary, middle and high school levels. In connection with the adoption of ESSA, the federal government has repealed the AYP requirement.

Under California law, if a school received Title I funds and did not make AYP for two consecutive years, the school was placed on "Program Improvement" status and the school was required to develop a school improvement plan. If the school did not achieve AYP goals for a third year, "corrective action" was undertaken, which could include the provision of supplemental educational services for low-performing, low-income students. A school that continued to fail to make AYP was required to take corrective action and undergo restructuring plans. Failure to meet AYP for years subsequent to the second year carried further consequences under the NCLB. Under California law, the right to operate a charter school may be terminated if the school fails to make or meet reasonable progress toward achievement of goals, objectives, content standards, pupil performance standards or applicable federal requirements.

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In March 2014, the State of California was granted a one-year waiver by the U.S. Department of Education from using test results of academic assessments to calculate AYP under the then-existing NCLB, in order to facilitate the state's transition to the new California Assessment of Student Performance and Progress ("CAASPP") system. In March 2015, the California State Board of Education requested another one-year waiver from the U.S. Department of Education. In May 2015, the U.S. Department of Education granted the additional one-year waiver, with certain conditions.

In December 2015, the Every Student Succeeds Act of 2015 ("ESSA") was passed by Congress and signed by the President in connection with the amendment and reauthorization of the Elementary and Secondary Education Act of 1965. With the passage of ESSA, states are no longer required to produce AYP, but were required to develop new accountability systems by 2017-18. See "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP" attached hereto. ESSA, among other things, prohibits officers and employees of the federal government from mandating, directing or controlling a state, local education agency or school's specific instructional content, academic standards and assessments, curriculum, or program of instruction, as a condition of eligibility to receive funds under ESSA.

State Retirement Systems. The Lessee is currently a member employer of the State's STRS and PERS retirement systems (see "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP – FINANCIAL INFORMATION AND CASH FLOWS – Retirement Systems" attached hereto). Although the Lessee does not anticipate withdrawing from or otherwise terminating its membership in STRS or PERS, there can be no assurance that State law or Federal law under the Code, including IRS rulings and other guidance, will permit charter schools to continue to participate in the STRS or PERS Governmental Plans (as defined in Section 414(d) of the Code).

The STRS and PERS retirement systems each have substantial system-wide unfunded liabilities. If the Lessee were to withdraw from STRS or PERS, voluntarily or otherwise, it could be liable for its share of the unfunded liabilities of the systems. Neither the Lessee nor the Underwriter can predict what liabilities, if any, would result if the Lessee's member employer status in the retirement systems were to terminate, or what impact any such a termination would have on the Lessee's finances and operations.

Claims and Insurance Coverage

Litigation could arise from the corporate and business activities of the Magnolia Schools or the Borrower. Such litigation may result as a result of either the Lessee's or the Borrower's status as an employer. Many of these risks are covered by insurance, but some are not. For example, claims arising from wrongful termination or sexual molestation claims and business disputes may not be covered by insurance or other sources. Such claims may, in whole or in part, constitute a significant liability of the Lessee or the Borrower if determined or settled adversely, as may any additional claims for other torts, accidents, or environmental enforcement actions, to the extent such claims exceed the limits of applicable insurance coverage.

The Borrower and the Lessee covenant and agree in the Loan Agreement, the Series 2025 Leases and the Series 2025 School Loan Agreement that they will maintain, or caused to be maintained, property, general liability and business interruption insurance with respect to the applicable Facilities at levels set forth therein. The Borrower and the Lessee are not obligated by the Loan Agreement or the Series 2025 Leases to maintain earthquake insurance and there can be no assurance that the Borrower or the Lessee will obtain such coverage in the future. See "APPENDIX C – SUMMARY OF PRINCIPAL BOND DOCUMENTS – LOAN AGREEMENT" herein.

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Risk of Noncontinued Philanthropy or Grants

In the past, the Lessee has received some income from unrestricted gifts and donations or grants to supplement operating revenues to finance operations and capital needs. Gifts, grants and donations are expected to continue. However, there can be no assurance that projections of this non-operating revenue will be realized or will not decrease, adversely affecting the financial condition of the Lessee.

Failure to Provide Ongoing Disclosure

The Borrower and the Lessee will enter into a Continuing Disclosure Agreement with KNN Public Finance, LLC, as dissemination agent, pursuant to Securities and Exchange Commission Rule 15c2-12 (the "Rule") in connection with the issuance of the Bonds. Any material failure to comply with the Continuing Disclosure Agreement and the Rule in the future may adversely affect the liquidity of the affected Bonds and their market price in the secondary market.

Use of Facilities

No assurance can be given as to whether a challenge to the educational use of any of the Facilities brought would result in an interruption of the Series 2026 Schools' operations and have a material negative impact on the revenues of the Lessee. Any court order prohibiting the educational use of the MSA-1 Facilities would entitle the Master Trustee to submit a claim on the lender's title insurance policy. See "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS – Mortgages and Security Agreements" herein.

SB 740 Funding

Effective beginning the 2017-18 fiscal year, reimbursable costs under the SB 740 program are limited to either of the following conditions: (i) reimbursable facility rent or lease costs do not exceed the prior year's costs on file with the Authority as of the 2016–17 fiscal year, subject to a cost-of-living adjustment; or (ii) the rent or lease costs of new facility agreements are at or below market rate based on an independent appraisal paid for by the charter school.

In order to be eligible for the SB 740 program, a charter school must be in good standing with its chartering authority and be in compliance with the terms of its charter at the time of application submission, and without interruption throughout the term of the grant. The Authority relies on information from the chartering authority regarding a school's good standing and compliance with the terms of its charter.

The Lessee has received SB 740 funding in the past, and expects to continue receiving such funding relating to facilities costs of certain of its charter school facilities. However, there can be no assurances that the Lessee will continue to qualify for or receive SB 740 funding, or that such funding will not be reduced or eliminated by the State in the future. See "STATE FUNDING OF EDUCATION – SB 740 Facilities Grant Program Funding" and "CERTAIN RISK FACTORS – Specific Risks of Charter Schools" herein, and "APPENDIX A – CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP – SB 740" attached hereto. The financial projections set forth in Appendix A attached hereto assume the receipt of SB 740 funding relating to certain of the Lessee's in fiscal year 2024-25 and future fiscal years, and a failure to receive such funding would negatively affect the Lessee's finances.

Cybersecurity

The Lessee, like many other public and private entities, relies on a technology environment to conduct its operations. As a recipient and provider of personal, private, or sensitive information, the Lessee is subject to multiple cyber threats including, but not limited to, hacking, viruses, malware and other attacks on computer and other sensitive digital networks and systems. Entities or individuals may attempt to gain unauthorized

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access to the Lessee's digital systems for the purposes of misappropriating assets or information or causing operational disruption and damage. No assurances can be given that the Lessee's efforts to manage cyber threats and attacks will be successful or that any such attack will not materially impact the operations or finances of the Lessee. The Lessee carries cybersecurity insurance.

ABSENCE OF MATERIAL LITIGATION

The Authority

To the knowledge of the Authority, there is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, governmental agency, public board or body, pending or threatened against the Authority seeking to restrain or enjoin the sale or issuance of the Bonds, or in any way contesting or affecting any proceedings of the Authority taken concerning the sale thereof, the pledge or application of any moneys or security provided for the payment of the Bonds, the validity or enforceability of the documents executed by the Authority in connection with the Bonds, the completeness or accuracy of this Limited Offering Memorandum or the existence or powers of the Authority relating to the sale of the Bonds.

The Borrower

To the knowledge of the Borrower, there is no action, suit, proceeding, inquiry or investigation, at law or in equity, before or by any court, governmental agency, public board or body, pending against the Borrower seeking to restrain or enjoin the sale or issuance of the Bonds, or in any way contesting or affecting any proceedings of the Borrower taken concerning the sale thereof, the pledge or application of any moneys or security provided for the payment of the Bonds, the validity or enforceability of the documents executed by the Borrower in connection with the Bonds, the completeness or accuracy of this Limited Offering Memorandum or the existence or powers of the Borrower relating to the sale of the Bonds.

TAX MATTERS

Tax-Exempt Bonds

In the opinion of Orrick, Herrington & Sutcliffe LLP, Bond Counsel to the Authority ("Bond Counsel"), based upon an analysis of existing laws, regulations, rulings and court decisions, and assuming, among other matters, the accuracy of certain representations and compliance with certain covenants, interest on the Tax-Exempt Bonds is excluded from gross income for federal income tax purposes under Section 103 of the Code. Bond Counsel is of the further opinion that interest on the Tax-Exempt Bonds is not a specific preference item for purposes of the federal individual alternative minimum tax. Bond Counsel observes that interest on the Tax-Exempt Bonds included in adjusted financial statement income of certain corporations is not excluded from the federal corporate alternative minimum tax. Bond Counsel observes that interest on the Taxable Bonds is not excluded from gross income for federal income tax purposes. Bond Counsel is also of the opinion that interest on the Bonds is exempt from State of California personal income taxes. Bond Counsel expresses no opinion regarding any other tax consequences related to the ownership or disposition of, or the amount, accrual or receipt of interest on, the Bonds. A complete copy of the proposed form of opinion of Bond Counsel is set forth in "APPENDIX H – FORM OF OPINION OF BOND COUNSEL" attached hereto.

The following discussion summarizes certain United States federal income tax considerations generally applicable to U.S. Holders (as defined in the Taxable Bonds discussion, below) of the Tax-Exempt Bonds that acquire their Tax-Exempt Bonds in the initial offering, and does not address tax considerations applicable to any investors in the Tax-Exempt Bonds other than investors that are U.S. Holders.

To the extent the issue price of any maturity of the Tax-Exempt Bonds is less than the amount to be paid at maturity of such Tax-Exempt Bonds (excluding amounts stated to be interest and payable at least

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annually over the term of such Tax-Exempt Bonds), the difference constitutes "original issue discount," the accrual of which, to the extent properly allocable to each beneficial owner thereof, is treated as interest on the Tax-Exempt Bonds which is excluded from gross income for federal income tax purposes and State of California personal income taxes. For this purpose, the issue price of a particular maturity of the Tax-Exempt Bonds is the first price at which a substantial amount of such maturity of the Tax-Exempt Bonds is sold to the public (excluding bond houses, brokers, or similar persons or organizations acting in the capacity of underwriters, placement agents or wholesalers). The original issue discount with respect to any maturity of the Tax-Exempt Bonds accrues daily over the term to maturity of such Tax-Exempt Bonds on the basis of a constant interest rate compounded semiannually (with straight-line interpolations between compounding dates). The accruing original issue discount is added to the adjusted basis of such Tax-Exempt Bonds to determine taxable gain or loss upon disposition (including sale, redemption, or payment on maturity) of such Tax-Exempt Bonds. Beneficial owners of the Tax-Exempt Bonds should consult their own tax advisors with respect to the tax consequences of ownership of Tax-Exempt Bonds with original issue discount, including the treatment of beneficial owners who do not purchase such Tax-Exempt Bonds in the original offering to the public at the first price at which a substantial amount of such Tax-Exempt Bonds is sold to the public.

Tax-Exempt Bonds purchased, whether at original issuance or otherwise, for an amount higher than their principal amount payable at maturity (or, in some cases, at their earlier call date) ("Premium Bonds") will be treated as having amortizable bond premium. No deduction is allowable for the amortizable bond premium in the case of bonds, like the Premium Bonds, the interest on which is excluded from gross income for federal income tax purposes. However, the amount of tax-exempt interest received, and a beneficial owner's basis in a Premium Bond, will be reduced by the amount of amortizable bond premium properly allocable to such beneficial owner. Beneficial owners of Premium Bonds should consult their own tax advisors with respect to the proper treatment of amortizable bond premium in their particular circumstances.

The Code imposes various restrictions, conditions and requirements relating to the exclusion from gross income for federal income tax purposes of interest on obligations such as the Tax-Exempt Bonds. The Authority, the Borrower, and the Lessee have made certain representations and covenanted to comply with certain restrictions, conditions and requirements designed to ensure that interest on the Tax-Exempt Bonds will not be included in federal gross income. Inaccuracy of these representations or failure to comply with these covenants may result in interest on the Tax-Exempt Bonds being included in gross income for federal income tax purposes, possibly from the date of original issuance of the Tax-Exempt Bonds. The opinion of Bond Counsel assumes the accuracy of these representations and compliance with these covenants. Bond Counsel has not undertaken to determine (or to inform any person) whether any actions taken (or not taken), or events occurring (or not occurring), or any other matters coming to Bond Counsel's attention after the date of issuance of the Tax-Exempt Bonds may adversely affect the value of, or the tax status of interest on, the Tax-Exempt Bonds. Accordingly, the opinion of Bond Counsel is not intended to, and may not, be relied upon in connection with any such actions, events or matters.

In addition, Bond Counsel has relied on, among other things, the opinion of Musick, Peeler & Garrett LLP, counsel to the Borrower and the Lessee ("Borrower's Counsel"), regarding the current qualification of each of the Borrower and the Lessee as an organization described in Section 501(c)(3) of the Code and the intended operation of the facilities to be financed by the Tax-Exempt Bonds as substantially related to the Borrower's and Lessee's charitable purposes under Section 513(a) of the Code. Such opinion is subject to a number of qualifications and limitations. Furthermore, Borrower's Counsel cannot give and has not given any other opinion or assurance concerning Section 513(a) of the Code and neither Bond Counsel nor Borrower's Counsel can give or has given any other opinion or assurance about the future activities of the Lessee or the Borrower, or about the effect of future changes in the Code, the applicable regulations, the interpretation thereof or changes in enforcement thereof by the IRS. Failure of the Lessee to be organized and operated in accordance with the IRS's requirements for the maintenance of its status as an organization described in Section 501(c)(3) of the Code, or to operate the facilities financed by the Tax-Exempt Bonds in a manner that is substantially related to the Lessee's charitable purposes under Section 513(a) of the Code, may result in

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interest payable with respect to the Tax-Exempt Bonds being included in federal gross income, possibly from the date of the original issuance of the Tax-Exempt Bonds.

Although Bond Counsel is of the opinion that interest on the Tax-Exempt Bonds is excluded from gross income for federal income tax purposes and is exempt from State of California personal income taxes, the ownership or disposition of, or the accrual or receipt of amounts treated as interest on, the Tax-Exempt Bonds may otherwise affect a beneficial owner's federal, state or local tax liability. The nature and extent of these other tax consequences depends upon the particular tax status of the beneficial owner or the beneficial owner's other items of income or deduction. Bond Counsel expresses no opinion regarding any such other tax consequences.

Current and future legislative proposals, if enacted into law, clarification of the Code or court decisions may cause interest on the Tax-Exempt Bonds to be subject, directly or indirectly, in whole or in part, to federal income taxation or to be subject to or exempted from state income taxation, or otherwise prevent beneficial owners from realizing the full current benefit of the tax status of such interest. The introduction or enactment of any such legislative proposals or clarification of the Code or court decisions may also affect, perhaps significantly, the market price for or marketability of, the Tax-Exempt Bonds. Prospective purchasers of the Tax-Exempt Bonds should consult their own tax advisors regarding the potential impact of any pending or proposed federal or state tax legislation, regulations or litigation, as to which Bond Counsel is expresses no opinion.

The opinion of Bond Counsel is based on current legal authority, covers certain matters not directly addressed by such authorities, and represents Bond Counsel's judgment as to the proper treatment of the Tax-Exempt Bonds for federal income tax purposes. It is not binding on the IRS or the courts. Furthermore, Bond Counsel cannot give and has not given any opinion or assurance about the future activities of the Authority, the Borrower and the Lessee, or about the effect of future changes in the Code, the applicable regulations, the interpretation thereof or the enforcement thereof by the IRS. The Authority, the Borrower and the Lessee have covenanted, however, to comply with the requirements of the Code.

Bond Counsel's engagement with respect to the Tax-Exempt Bonds ends with the issuance of the Tax-Exempt Bonds, and, unless separately engaged, Bond Counsel is not obligated to defend the Authority, the Borrower, the Lessee or the beneficial owners regarding the tax-exempt status of the Tax-Exempt Bonds in the event of an audit examination by the IRS. Under current procedures, Beneficial Owners would have little, if any, right to participate in the audit examination process. Moreover, because achieving judicial review in connection with an audit examination of tax-exempt bonds is difficult, obtaining an independent review of IRS positions with which the Authority, the Borrower or the Lessee legitimately disagrees, may not be practicable. Any action of the IRS, including but not limited to selection of the Tax-Exempt Bonds for audit, or the course or result of such audit, or an audit of bonds presenting similar tax issues, may affect the market price for, or the marketability of, the Tax-Exempt Bonds, and may cause the Authority, the Borrower, the Lessee or the beneficial owners to incur significant expense.

Payments on the Tax-Exempt Bonds generally will be subject to U.S. information reporting and possibly to "backup withholding." Under Section 3406 of the Code and applicable U.S. Treasury Regulations issued thereunder, a non-corporate Beneficial Owner of Tax-Exempt Bonds may be subject to backup withholding with respect to "reportable payments," which include interest paid on the Tax-Exempt Bonds and the gross proceeds of a sale, exchange, redemption, retirement or other disposition of the Tax-Exempt Bonds. The payor will be required to deduct and withhold the prescribed amounts if (i) the payee fails to furnish a U.S. taxpayer identification number ("TIN") to the payor in the manner required, (ii) the IRS notifies the payor that the TIN furnished by the payee is incorrect, (iii) there has been a "notified payee underreporting" described in Section 3406(c) of the Code or (iv) the payee fails to certify under penalty of perjury that the payee is not subject to withholding under Section 3406(a)(1)(C) of the Code. Amounts withheld under the backup withholding rules may be refunded or credited against a Beneficial Owner's federal income tax liability, if any, provided that the required information is timely furnished to the IRS. Certain Beneficial Owners (including

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among others, corporations and certain tax-exempt organizations) are not subject to backup withholding. The failure to comply with the backup withholding rules may result in the imposition of penalties by the IRS.

Taxable Bonds

Bond Counsel observes that interest on the Taxable Bonds is not excluded from gross income for federal income tax purposes pursuant to Section 103 of the Code and is exempt from State of California personal income taxes. Bond Counsel expresses no opinion regarding any other tax consequences related to the ownership or disposition of, or the amount, accrual or receipt of interest on, the Taxable Bonds.

The following discussion summarizes certain U.S. federal income tax considerations generally applicable to holders of the Taxable Bonds that acquire their Taxable Bonds in the initial offering. The discussion below is based upon laws, regulations, rulings, and decisions in effect and available on the date hereof, all of which are subject to change, possibly with retroactive effect. Prospective investors should note that no rulings have been or are expected to be sought from the U.S. Internal Revenue Service (the "IRS") with respect to any of the U.S. federal tax consequences discussed below, and no assurance can be given that the IRS will not take contrary positions. Further, the following discussion does not deal with U.S. tax consequences applicable to any given investor, nor does it address the U.S. tax considerations applicable to all categories of investors, some of which may be subject to special taxing rules (regardless of whether or not such investors constitute U.S. Holders), such as certain U.S. expatriates, banks, REITs, RICs, insurance companies, tax-exempt organizations, dealers or traders in securities or currencies, partnerships, S corporations, estates and trusts, investors that hold their Taxable Bonds as part of a hedge, straddle or an integrated or conversion transaction, investors whose "functional currency" is not the U.S. dollar, or certain taxpayers that are required to prepare certified financial statements or file financial statements with certain regulatory or governmental agencies. Furthermore, it does not address (i) alternative minimum tax consequences, (ii) the net investment income tax imposed under Section 1411 of the Code, or (iii) the indirect effects on persons who hold equity interests in a holder. This summary also does not consider the taxation of the Taxable Bonds under state, local or non-U.S. tax laws. In addition, this summary generally is limited to U.S. tax considerations applicable to investors that acquire their Taxable Bonds pursuant to this offering for the issue price that is applicable to such Taxable Bonds (i.e., the price at which a substantial amount of the Taxable Bonds are sold to the public) and who will hold their Taxable Bonds as "capital assets" within the meaning of Section 1221 of the Code.

As used herein, "U.S. Holder" means a beneficial owner of a Taxable Bond that for U.S. federal income tax purposes is an individual citizen or resident of the United States, a corporation or other entity taxable as a corporation created or organized in or under the laws of the United States or any state thereof (including the District of Columbia), an estate the income of which is subject to U.S. federal income taxation regardless of its source or a trust where a court within the United States is able to exercise primary supervision over the administration of the trust and one or more United States persons (as defined in the Code) have the authority to control all substantial decisions of the trust (or a trust that has made a valid election under U.S. Treasury Regulations to be treated as a domestic trust). As used herein, "Non-U.S. Holder" generally means a beneficial owner of a Taxable Bond (other than a partnership) that is not a U.S. Holder. If a partnership holds Taxable Bonds, the tax treatment of such partnership or a partner in such partnership generally will depend upon the status of the partner and upon the activities of the partnership. Partnerships holding Taxable Bonds, and partners in such partnerships, should consult their own tax advisors regarding the tax consequences of an investment in the Taxable Bonds (including their status as U.S. Holders or Non-U.S. Holders).

Prospective investors should consult their own tax advisors in determining the U.S. federal, state, local or non-U.S. tax consequences to them from the purchase, ownership and disposition of the Taxable Bonds in light of their particular circumstances.

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For U.S. Holders of Taxable Bonds

Interest. Interest on the Taxable Bonds generally will be taxable to a U.S. Holder as ordinary interest income at the time such amounts are accrued or received, in accordance with the U.S. Holder's method of accounting for U.S. federal income tax purposes.

To the extent that the issue price of any maturity of the Taxable Bonds is less than the amount to be paid at maturity of such Taxable Bonds (excluding amounts stated to be interest and payable at least annually over the term of such Taxable Bonds) by more than a de minimis amount, the difference may constitute original issue discount ("OID"). U.S. Holders of Taxable Bonds will be required to include OID in income for U.S. federal income tax purposes as it accrues, in accordance with a constant yield method based on a compounding of interest (which may be before the receipt of cash payments attributable to such income). Under this method, U.S. Holders generally will be required to include in income increasingly greater amounts of OID in successive accrual periods.

Taxable Bonds purchased for an amount in excess of the principal amount payable at maturity (or, in some cases, at their earlier call date) will be treated as issued at a premium. A U.S. Holder of a Taxable Bond issued at a premium may make an election, applicable to all debt securities purchased at a premium by such U.S. Holder, to amortize such premium, using a constant yield method over the term of such Taxable Bond.

Sale or Other Taxable Disposition of the Taxable Bonds. Unless a nonrecognition provision of the Code applies, the sale, exchange, redemption, retirement (including pursuant to an offer by the Authority) or other disposition of a Taxable Bond will be a taxable event for U.S. federal income tax purposes. In such event, in general, a U.S. Holder of a Taxable Bond will recognize gain or loss equal to the difference between (i) the amount of cash plus the fair market value of property received (except to the extent attributable to accrued but unpaid interest on the Taxable Bond, which will be taxed in the manner described above) and (ii) the U.S. Holder's adjusted U.S. federal income tax basis in the Taxable Bond (generally, the purchase price paid by the U.S. Holder for the Taxable Bond, decreased by any amortized premium, and increased by the amount of any OID previously included in income by such U.S. Holder with respect to such Taxable Bond). Any such gain or loss generally will be capital gain or loss. In the case of a non-corporate U.S. Holder of the Taxable Bonds, the maximum marginal U.S. federal income tax rate applicable to any such gain will be lower than the maximum marginal U.S. federal income tax rate applicable to ordinary income if such U.S. holder's holding period for the Taxable Bonds exceeds one year. The deductibility of capital losses is subject to limitations.

Defeasance of the Taxable Bonds. If the Authority defeases any Taxable Bond, the Taxable Bond may be deemed to be retired for U.S. federal income tax purposes as a result of the defeasance. In that event, in general, a holder will recognize taxable gain or loss equal to the difference between (i) the amount realized from the deemed sale, exchange or retirement (less any accrued qualified stated interest which will be taxable as such) and (ii) the holder's adjusted U.S. federal income tax basis in the Taxable Bond.

Information Reporting and Backup Withholding. Payments on the Taxable Bonds generally will be subject to U.S. information reporting and possibly to "backup withholding." Under Section 3406 of the Code and applicable U.S. Treasury Regulations issued thereunder, a non-corporate U.S. Holder of the Taxable Bonds may be subject to backup withholding with respect to "reportable payments," which include interest paid on the Taxable Bonds and the gross proceeds of a sale, exchange, redemption, retirement or other disposition of the Taxable Bonds. The payor will be required to deduct and withhold the prescribed amounts if (i) the payee fails to furnish a U.S. taxpayer identification number ("TIN") to the payor in the manner required, (ii) the IRS notifies the payor that the TIN furnished by the payee is incorrect, (iii) there has been a "notified payee underreporting" described in Section 3406(c) of the Code or (iv) the payee fails to certify under penalty of perjury that the payee is not subject to withholding under Section 3406(a)(1)(C) of the Code. Amounts withheld under the backup withholding rules may be refunded or credited against the U.S. Holder's federal income tax liability, if any, provided that the required information is timely furnished to the IRS. Certain U.S.

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Holders (including among others, corporations and certain tax-exempt organizations) are not subject to backup withholding. The failure to comply with the backup withholding rules may result in the imposition of penalties by the IRS.

For Non-U.S. Holders of Taxable Bonds

Interest. Subject to the discussions below under the headings "Information Reporting and Backup Withholding" and "Foreign Account Tax Compliance Act ("FATCA")—U.S. Holders and Non-U.S. Holders," payments of principal of, and interest on, any Taxable Bond to a Non-U.S. Holder, other than (1) a controlled foreign corporation described in Section 881(c)(3)(C) of the Code, and (2) a bank which acquires such Taxable Bond in consideration of an extension of credit made pursuant to a loan agreement entered into in the ordinary course of business, will not be subject to any U.S. federal withholding tax provided that the Beneficial Owner of the Taxable Bond provides a certification completed in compliance with applicable statutory and regulatory requirements, which requirements are discussed below under the heading "Information Reporting and Backup Withholding," or an exemption is otherwise established.

Disposition of the Taxable Bonds. Subject to the discussions below under the headings "Information Reporting and Backup Withholding" and "Foreign Account Tax Compliance Act ("FATCA,")—U.S. Holders and Non-U.S. Holders," any gain realized by a Non-U.S. Holder upon the sale, exchange, redemption, retirement (including pursuant to an offer by the Authority or a deemed retirement due to defeasance of the Taxable Bond) or other disposition of a Taxable Bond generally will not be subject to U.S. federal income tax, unless (i) such gain is effectively connected with the conduct by such Non-U.S. Holder of a trade or business within the United States; or (ii) in the case of any gain realized by an individual Non-U.S. Holder, such holder is present in the United States for 183 days or more in the taxable year of such sale, exchange, redemption, retirement (including pursuant to an offer by the Authority) or other disposition and certain other conditions are met.

Information Reporting and Backup Withholding. Subject to the discussion below under the heading "Foreign Account Tax Compliance Act ("FATCA")—U.S. Holders and Non-U.S. Holders," under current U.S. Treasury Regulations, payments of principal and interest on any Taxable Bonds to a holder that is not a United States person will not be subject to any backup withholding tax requirements if the Beneficial Owner of the Taxable Bond or a financial institution holding the Taxable Bond on behalf of the Beneficial Owner in the ordinary course of its trade or business provides an appropriate certification to the payor and the payor does not have actual knowledge that the certification is false. If a Beneficial Owner provides the certification, the certification must give the name and address of such owner, state that such owner is not a United States person, or, in the case of an individual, that such owner is neither a citizen nor a resident of the United States, and the owner must sign the certificate under penalties of perjury.

Foreign Account Tax Compliance Act ("FATCA")—U.S. Holders and Non-U.S. Holders of Taxable Bonds

Sections 1471 through 1474 of the Code impose a 30% withholding tax on certain types of payments made to foreign financial institutions, unless the foreign financial institution enters into an agreement with the U.S. Treasury to, among other things, undertake to identify accounts held by certain U.S. persons or U.S.-owned entities, annually report certain information about such accounts, and withhold 30% on payments to account holders whose actions prevent it from complying with these and other reporting requirements, or unless the foreign financial institution is otherwise exempt from those requirements. In addition, FATCA imposes a 30% withholding tax on the same types of payments to a non-financial foreign entity unless the entity certifies that it does not have any substantial U.S. owners or the entity furnishes identifying information regarding each substantial U.S. owner. Under current guidance, failure to comply with the additional certification, information reporting and other specified requirements imposed under FATCA could result in the 30% withholding tax being imposed on payments of interest on the Taxable Bonds. In general, withholding under FATCA currently applies to payments of U.S. source interest (including OID) and, under current

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guidance, will apply to certain "passthru" payments no earlier than the date that is two years after publication of final U.S. Treasury Regulations defining the term "foreign passthru payments." Prospective investors should consult their own tax advisors regarding FATCA and its effect on them.

The foregoing summary is included herein for general information only and does not discuss all aspects of U.S. federal taxation that may be relevant to a particular holder of Taxable Bonds in light of the holder's particular circumstances and income tax situation. Prospective investors are urged to consult their own tax advisors as to any tax consequences to them from the purchase, ownership and disposition of Taxable Bonds, including the application and effect of state, local, non-U.S., and other tax laws.

APPROVAL OF LEGALITY

The validity of the Bonds and certain other legal matters are subject to the approving opinion of Orrick, Herrington & Sutcliffe LLP, Bond Counsel to the Authority, the approval of certain matters for the Authority by the Honorable Rob Bonta, Attorney General of the State, the approval of certain matters for the Underwriter by Stradling Yocca Carlson & Rauth, a Professional Corporation, as Underwriter's counsel, and the approval of certain matters by Musick, Peeler & Garrett LLP, as counsel to the Borrower. Bond Counsel, the Underwriter and its counsel will receive compensation contingent upon the sale and delivery of the Bonds. A complete copy of the proposed form of Bond Counsel opinion is contained in Appendix H hereto. Neither Bond Counsel nor the Attorney General undertakes any responsibility for the accuracy, completeness or fairness of this Limited Offering Memorandum. Musick, Peeler & Garrett LLP will also render certain opinions pertaining to MERF as described herein under "TAX MATTERS."

RATING

Moody's Investors Service ("Moody's") has assigned the Bonds a rating of "_____" with a stable outlook. Such rating reflects only the views of Moody's and any explanation of the significance of the rating should be obtained from Moody's, at the following address: Moody's Investors Service, 7 World Trade Center at 250 Greenwich, New York, New York 10007.

Generally, rating agencies base their ratings on such information and materials and on investigations, studies and assumptions by the rating agencies. A rating is not a recommendation to buy, sell or hold securities. There is no assurance that any rating or outlook will continue for any given period of time or that it will not be revised downward or withdrawn entirely by Moody's if in its judgment circumstances so warrant. Any such downward revision or withdrawal of such rating may have an adverse effect on the market price for the Bonds.

The Borrower and MERF have covenanted in a Continuing Disclosure Agreement to file on the Electronic Municipal Market Access ("EMMA") website operated by the Municipal Securities Rulemaking Board notices of any rating changes on the Bonds. See "CONTINUING DISCLOSURE" herein and "APPENDIX F – FORM OF CONTINUING DISCLOSURE AGREEMENT" attached hereto. Notwithstanding such covenant, information relating to rating changes on the Bonds may be publicly available from the rating agency prior to such information being provided to the Borrower or MERF and prior to the date the Borrower and MERF are obligated to file a notice of rating change on EMMA. Purchasers of the Bonds are directed to the rating agency and its website and official media outlets for the most current rating changes with respect to the Bonds after the initial issuance of the Bonds.

LIMITED OFFERING OF BONDS

The Bonds are exempt from registration under federal securities law but are being offered only to a limited number of sophisticated investors and will be sold only to purchasers who are Qualified Institutional Buyers or Accredited Investors. By purchasing the Bonds, each investor is deemed to have made the

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acknowledgments, representations, warranties and agreements set forth under the heading "TRANSFER RESTRICTIONS" herein.

CONTINUING DISCLOSURE

The Borrower, MERF and KNN Public Finance, LLC, as Dissemination Agent, will execute and deliver one or more Continuing Disclosure Agreements pursuant to which the Borrower and MERF will, for the benefit of the Beneficial Owners of the Bonds, periodically compile and deliver to the Trustee certain financial information and operating data relating to the operations of the Borrower, the Members of the Obligated Group, and the Schools, and provide notices of the occurrence of certain enumerated events. These covenants have been made to assist the Underwriter in complying with the Rule. A form of the Continuing Disclosure Agreement is attached hereto as Appendix F.

The Authority has determined that no financial or operating data concerning the Authority is material to an evaluation of the offering of the Bonds or to any decision to purchase, hold or sell Bonds and the Authority will not provide any such information. The Authority shall have no liability to the Holders of the Bonds or any other person with respect to the Rule.

Prior Undertakings. MERF and the Borrower previously entered into a continuing disclosure undertaking pursuant to the Rule in connection with the issuance of the 2017 Bonds, and MERF and MPM Sherman Way entered into a continuing disclosure undertaking pursuant to the Rule in connection with the issuance of the 2014 Bonds (collectively, the "Prior Undertakings"). Within the last five years, none of the Borrower, MERF, nor MPM Sherman Way have failed to file reports or material required under the Prior Undertakings. However, portions of the annual reports required under the Prior Undertakings for fiscal years 2020 and 2021 were filed 268 days and 92 days late, respectively. Portions of the annual reports for fiscal years 2019 and 2023 were filed one day late. In addition, quarterly reports due under the Prior Undertakings were filed late for four quarters during the last five years, ranging from one day to 46 days.

UNDERWRITING

The Bonds are being purchased by Stifel, Nicolaus & Company, Incorporated (the "Underwriter"). The Underwriter has agreed to purchase the Bonds at a price of $_____ (being the principal amount of the Bonds, plus/less aggregate net original issue premium/discount of $_____, less an Underwriter's discount of $_____). The Bond Purchase Agreement ("Bond Purchase Agreement") pursuant to which the Bonds are being purchased by the Underwriter provides that the Underwriter will purchase all of the Bonds if any are purchased. The obligation of the Underwriter to make such purchase is subject to certain terms and conditions set forth in the Bond Purchase Agreement. The Underwriter may offer and sell the Bonds to certain dealers, institutional investors, banks, and others at prices different from the prices stated on the inside cover page of this Limited Offering Memorandum. The offering prices may be changed from time to time by the Underwriter. The Underwriter is not obligated to create a secondary market for the purchase or sale of the Bonds and there may, in fact, be no market for the Bonds depending upon prevailing market conditions, the financial condition or market position of firms who make up the secondary market and the financial position and results of operations of the Borrower and MERF.

The Underwriter and its affiliates comprise a full service financial institution engaged in activities which may include sales and trading, commercial and investment banking, advisory, investment management, investment research, principal investment, hedging, market making, brokerage and other financial and non-financial activities and services. The Underwriter and its affiliates may have provided, and may in the future provide, a variety of these services to the Authority, the Borrower or the Lessee and to persons and entities with relationships with the Authority, the Borrower or the Lessee, for which they received or will receive customary fees and expenses.

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In the ordinary course of these business activities, the Underwriter and its affiliates may purchase, sell or hold a broad array of investments and actively trade securities, derivatives, loans and other financial instruments for their own account and for the accounts of their customers, and such investment and trading activities may involve or relate to assets, securities and/or instruments of the Authority or the Borrower (directly, as collateral securing other obligations or otherwise) and/or persons and entities with relationships with the Authority, the Borrower or the Lessee.

The Underwriter and its affiliates may also communicate independent investment recommendations, market color or trading ideas and/or publish or express independent research views in respect of such assets, securities or instruments and may at any time hold, or recommend to clients that they should acquire such assets, securities and instruments. Such investment and securities activities may involve securities and instruments of the Authority, the Borrower or the Lessee.

MUNICIPAL ADVISOR

Buck Financial Advisors LLC (the "Municipal Advisor") has acted as Municipal Advisor to MERF and the Borrower in conjunction with the issuance of the Bonds. The Municipal Advisor has assisted the Borrower in preparation of this Limited Offering Memorandum and in other matters related to the planning, structuring, and issuance of the Bonds. The Municipal Advisor will receive compensation contingent upon the sale and delivery of the Bonds.

The Municipal Advisor has not audited, authenticated or otherwise independently verified the information set forth in the Limited Offering Memorandum, or any other information related to the Bonds with respect to the accuracy or completeness of disclosure of such information. The Municipal Advisor makes no guaranty, warranty or other representation respecting the accuracy or completeness of this Limited Offering Memorandum or any other matter related to this Limited Offering Memorandum.

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MISCELLANEOUS

The foregoing and subsequent summaries and descriptions of provisions of the Bonds and the Bond Indenture and all references to other materials not purporting to be quoted in full are only brief outlines of some of the provisions thereof and do not purport to summarize or describe all of the provisions thereof, and reference is made to said documents for full and complete statements of their provisions. The appendices attached hereto are a part of this Limited Offering Memorandum. Copies, in reasonable quantity, of the Bond Indenture and Loan Agreement may be obtained during the offering period upon request directed to the Underwriter.

NONE OF THE INFORMATION IN THIS LIMITED OFFERING MEMORANDUM HAS BEEN SUPPLIED OR VERIFIED BY THE AUTHORITY OTHER THAN THE INFORMATION UNDER THE CAPTIONS "THE AUTHORITY" AND "ABSENCE OF MATERIAL LITIGATION – THE AUTHORITY." THE AUTHORITY MAKES NO REPRESENTATION OR WARRANTY, EXPRESSED OR IMPLIED, AS TO THE ACCURACY (OTHER THAN IN THE SECTIONS IDENTIFIED ABOVE) OR COMPLETENESS OF INFORMATION IN THIS LIMITED OFFERING MEMORANDUM.

The distribution of this Limited Offering Memorandum has been approved by the Authority, the Borrower and MERF.

MAGNOLIA PROPERTIES MANAGEMENT, INC., as Borrower

By:_____
Alfredo Rubelcava
President

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION, as Lessee

By:_____
Alfredo Rubelcava
Chief Executive Officer and Superintendent

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APPENDIX A

CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP

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APPENDIX B

CONSOLIDATED AUDITED FINANCIAL STATEMENTS OF MERF AND AFFILIATES FOR THE FISCAL YEAR ENDED JUNE 30, 2025

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APPENDIX C

SUMMARY OF PRINCIPAL BOND DOCUMENTS

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APPENDIX D

SUMMARY OF THE LEASES AND THE SCHOOL LOAN AGREEMENTS

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APPENDIX E

CHARTER SCHOOL FACILITIES PROGRAM AND AWARD FUNDING

Leroy F. Greene School Facilities Act of 1998

General. The State's Leroy F. Greene School Facilities Act of 1998 (the "Greene Act") established, among other things, funds in the State Treasury known as the 1998 State School Facilities Fund approved by Proposition 1A, the 2002 State School Facilities Fund approved by Proposition 47, the 2004 State School Facilities Fund approved by Proposition 55, the 2006 State School Facilities Fund approved by Proposition 1D, the 2016 State School Facilities Fund approved by Proposition 51, and the 2024 State School Facilities Fund approved by the voters of the State on November 5, 2024 (each, a "State School Facilities Fund"). Pursuant to the Greene Act, all money in each of the respective State School Facilities Funds, including any money deposited in such State School Facilities Fund from any source, is continuously appropriated without regard to fiscal years for expenditure pursuant to the Greene Code.

The following public agencies and bodies are involved in implementing portions of the Greene Act in connection with the State School Facilities Funds.

State Allocation Board. The State Allocation Board determines the allocation of State resources including, among other things, proceeds of general obligation bonds and other designated State funds for new construction and modernization of public school facilities. The State Allocation Board is authorized to make apportionments from amounts on deposit in the applicable State School Facilities Fund and any amount of bonds that the State School Building Finance Committee has authorized but the State Treasurer has not sold. The State Allocation Board is permitted to make disbursements pursuant to any apportionment made from any funds in the applicable State School Facilities Fund irrespective of whether there exists at the time of the disbursement an amount in such State School Facilities Fund sufficient to permit payment in full of all apportionments previously made.

Office of Public School Construction. The Office of Public School Construction (the "Office of Public School Construction") serves as staff to the State Allocation Board. The Office of Public School Construction verifies that all applicants meet specific criteria based on the type of eligibility of funding which is being requested and to work with applicants to assist them through the process.

Division of the State Architect. The Division of the State Architect (the "Division of the State Architect") reviews plans and specifications to ensure that they comply with the State's building codes, including, but not limited to, those relating to structural and seismic safety. The Division of the State Architect's approval is required prior to the execution of a construction contract for which the applicant seeks State funding.

School Facilities Planning Division. The California Department of Education's School Facilities Planning Division (the "School Facilities Planning Division") reviews and approves school district and public school sites and construction plans to ensure, among other things, the proposed facility is adequate for education and whether the needs of students and faculty will be met.

California School Finance Authority. With respect to charter schools, the Authority is required under the Greene Act to make a determination as to each applicant's financial soundness as a condition to eligibility for the program. See " – Charter School Facilities Program – Financial Soundness Requirement" herein.

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State School Facilities Bonds

Proposition 47. The Class Size Reduction Kindergarten – University Public Education Facilities Bond Act of 2002 appeared on the November 5, 2002 ballot as Proposition 47 ("Proposition 47") and was approved by State voters. Proposition 47 authorized the sale and issuance of $13.05 billion in general obligation bonds by the State to fund construction and renovation of K-12 school facilities ($11.4 billion) and higher education facilities ($1.65 billion). Proposition 47 includes $6.35 billion for land acquisition and new construction. To be eligible for bond proceeds under Proposition 47, K-12 school districts are required to pay 50% of the costs for land acquisition and new construction with local revenues. Proposition 47 also provided that up to $100 million would be allocated for charter school facilities.

Proposition 55. The Kindergarten-University Public Education Facilities Bond Act of 2004 appeared on the March 2, 2004 ballot as Proposition 55 ("Proposition 55") and was approved by State voters. Proposition 55 authorizes the sale and issuance of $12.3 billion in general obligation bonds by the State for funding construction and renovation of public K-12 school facilities ($10 billion) and public higher education facilities ($2.3 billion). Under Proposition 55, a school district is required to provide a 50% matching share for new construction or a 60% matching share for modernization projects with local resources unless it qualifies for state hardship funding. Proposition 55 also allocates up to $300 million of new construction funds for charter school facilities.

Proposition 1D. The Kindergarten-University Public Education Facilities Bond Act of 2006 was approved by State voters at the November 7, 2006 ballot as Proposition 1D ("Proposition 1D"). Proposition 1D authorizes the sale and issuance of $10.4 billion in general obligation bonds by the State for funding the construction and renovation of public K-12 school facilities ($7.3 billion) and public higher education facilities ($3.1 billion). Proceeds of bonds issued by the State under Proposition 1D are required to be deposited in the 2006 State School Facilities Fund established in the State Treasury under the Greene Act and allocated by the State Allocation Board. Proposition 1D includes $1.9 billion for land acquisition and construction of new school buildings. Under Proposition 1D, a school district is required to pay for 50% of costs with local resources unless it qualifies for state hardship funding. Proposition 1D also allocates $500 million for charter school facilities.

Proposition 51. The Kindergarten Through Community College Public Education Facilities Bond Act of 2016 ("Proposition 51") was approved by voters of the State on November 8, 2016. Proposition 51 authorizes the sale and issuance of $9 billion in State general obligation bonds by the State for new construction and modernization of K-12 and community college facilities. Proceeds of bonds issued by the State under Proposition 51 are required to be deposited in the 2016 State School Facilities Fund established in the State Treasury under the Greene Act and allocated by the State Allocation Board. Proposition 51 includes $3 billion for the new construction of K-12 facilities and an additional $3 billion for the modernization of existing K-12 facilities. Proposition 51 allocates $500 million for charter school facilities.

2024 State School Facilities Bond. The Kindergarten Through Grade 12 Schools and Local Community College Public Education Facilities Modernization, Repair and Safety Bond Act of 2024 (the "2024 State School Facilities Bond" was a ballot measure that was approved by State voters on November 5, 2024. The 2024 State School Facilities Bond authorizes the sale and issuance of $10 billion in State general obligation bonds for the repair, upgrade and construction of facilities at K-12 public schools, community colleges and career technical education programs, including the development of health and safety conditions. The 2024 State School Facilities Bond includes $3.3 billion for the new construction of K-12 facilities and an additional $4 billion for the modernization of existing K-12 facilities. A total of $600 million will be available for the modernization and new construction of charter school facilities. However, the Project is not eligible for funds related to the 2024 State School Facilities Bond, as only new applicants may receive such funds.

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Charter School Facilities Program

This section describes the general process by which a charter school project may qualify for funding under the State's Charter School Facilities Program. For specific information on the current status of the funding for the MSA-5 Facility under the CSFP program, please see " – MSA-5 – Milestones Achieved and Current Status Under the Charter School Facilities Program" below.

The Charter School Facilities Program allows charter schools to access state facility funding for new construction and is jointly administered by (i) the Office of Public School Construction, on behalf of the State Allocation Board, and (ii) the Authority. Of awards under the Charter School Facilities Program in respect of an eligible project, 50% will be received in the form of a grant from the State, while the remaining 50%, constituting the Local Matching Share (defined herein), will be in the form of a loan that will be repaid to the State through level payments over 30 years. See " – MSA-5 – Milestones Achieved and Current Status Under the Charter School Facilities Program – Loan for Local Matching Share; Interest Rate."

Charter School Facilities Accounts. Although the Greene Act was approved in 1998 in conjunction with the passage of a State school facilities bond authorized as Proposition 1A, no funds were allocated for charter schools under Proposition 1A. It was only in 2002, with the passage of Proposition 47, that the Charter School Facilities Program (the "Charter School Facilities Program") was established to provide funding to qualifying entities for the purpose of establishing school facilities for charter school pupils. In accordance therewith, the Greene Act established a 2002 Charter School Facilities Account within the 2002 State School Facilities Fund, a 2004 Charter School Facilities Account within the 2004 State School Facilities Fund, a 2006 Charter School Facilities Account within the 2006 State School Facilities Fund, a 2016 Charter School Facilities Account within the 2016 State School Facilities Fund, and a 2024 Charter School Facilities Account within the 2024 State School Facilities Fund (each, a "Charter School Facilities Account"). Pursuant to the Greene Act, amounts on deposit in each Charter School Facilities Account are to be continuously appropriated for the purposes set forth in the Greene Act for charter schools.

Funding under the Charter School Facilities Program is available to school districts applying on behalf of charter schools that are physically within the boundaries of such school district and to charter schools, so long as the charter school has provided notice to the superintendent and governing board of the school district in whose boundaries the charter school is located.

Local Matching Share. Facilities funded pursuant to the Charter School Facilities Program are required to have a 50% local share matching obligation for site acquisition and new construction (the "Local Matching Share"). The State will fund an amount not to exceed 50% of the total project cost. Site acquisition costs may include up to 50% of the cost for the review, approval and oversight of the Phase I Environmental Site Assessment and the Preliminary Endangerment Assessment. The Local Matching Share can be provided through a lump sum payment or payments or through lease or loan payments to the State. If the applicant expects to receive a significant contribution from a third party, the applicant is required to provide information describing whether it proposes to use the contribution to cover costs which are in excess of the eligible costs as determined by the State Allocation Board or to meet the applicant's Local Matching Share or both. See " – MSA-5 – Local Matching Share" herein.

Governmental Approvals. Projects eligible to be funded under the Charter School Facilities Program are limited to new construction or rehabilitation of school facilities for charter school pupils and are required to comply with all requirements regarding public school construction, plan approvals, toxic substance review, site section and site approval, including regulations adopted by the Division of the State Architect. The approval granted by the Division of the State Architect must be current as of the time of submittal. In addition, all plans and specifications for new construction or rehabilitation of any school building require the Division of the State Architect's approval prior to signing a construction contract. In the event that the applicant enters into a contract for construction prior to receiving approval from the Division of the State Architect, the project may not be approved. See " – MSA-5 – Governmental Approvals" herein.

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The Charter School Facilities Program requires any plans submitted to the Office of Public School Construction to have the approval of the California Department of Education (the "Department of Education"). The final plan approval letter from the Department of Education must accompany the funding application. If the proposed project site has not previously received the approval of the Department of Education, the Department of Education must approve the proposed site for any new construction project (the "CDE Site Approval"). In addition to the Department of Education's site approval letter, the Office of Public School Construction requires each applicant to provide an appraisal (an "Appraisal") dated within six months of the application submittal and an escrow closing statement or court order of condemnation proceedings.

The Government Code sets forth certain requirements with respect to hiring design professionals and standards. The applicant is required to adhere to regulations regarding procurement and prevailing wage rules. If the Office of Public School Construction determines that the applicant has not complied with such rules, the applicant is permitted to appeal to the State Allocation Board. However, the applicant may be penalized or lose the requested Apportionment in its entirety.

The application process requires the charter school to submit a Form SAB 50-09 and supporting documents, which provide the Office of Public School Construction with general project information to determine the future new construction or rehabilitation adjusted grant, the grade level of the project, and the number of pupils to be served by the project. Once the Office of Public School Construction receives the preliminary application, it will conduct an initial review to ensure that the pupil grants or rehabilitation square footage requested is commensurate with the project being built.

Financial Soundness Requirement. The Greene Act requires the Authority to make a determination for each applicant pursuant to the Greene Act (a "Financial Soundness Determination"). The Greene Act mandates that, in order to be eligible for the Charter School Facilities Program, a charter school demonstrate, over a period of time determined by the Authority, but not less than 24 months immediately preceding the submission of the application, that the applicant has operated as a financially capable concern in the State, as measured by criteria established by the Authority. A charter school that cannot demonstrate that it has been a financially capable concern for at least 24 months immediately preceding the submission of the application, due solely to not having operated as a charter school for at least 24 months, may meet the 24-month requirement if the charter school is managed by staff who have at least 24 months of documented experience, as measured by criteria established by the Authority and the charter school has an educational plan, financial resources, facilities expertise, management expertise, and has been a financially capable concern for at least 24 months, as established by the Authority. See " – MA-5 – Financial Soundness Requirement" herein.

A Financial Soundness Determination by the Authority is valid for twelve months. A valid Financial Soundness Determination is required for a Preliminary Apportionment, each Advance Apportionment, and for an Unfunded Approval. See " – Unfunded Approvals" below.

Preliminary Apportionment. The Charter School Facilities Program requires each applicant to submit a certification from the governing board of the district within which the charter school is physically located of the number of unhoused pupils for that district determined pursuant to the Greene Act that will be housed by the project for which the preliminary application has been submitted. The Authority is required to consider whether the applicant is financially sound and, if so, to make a Financial Soundness determination (defined herein) and to make a recommendation to the State Allocation Board. The State Allocation Board may approve the preliminary application and a Preliminary Apportionment for funding pursuant to the Greene Act. The term "Preliminary Apportionment" means an apportionment or reservation of funds made by resolution of the State Allocation Board for eligible applicants under the Charter School Facilities Program, in advance of full compliance with all of the application requirements otherwise required for an apportionment pursuant to Charter School Facilities Program. In addition, the State Allocation Board may authorize the release of funds for planning and site acquisition prior to the approval of the project by the Department of General Services pursuant to the Field Act. See " – MSA-5 – Preliminary Apportionment" herein.

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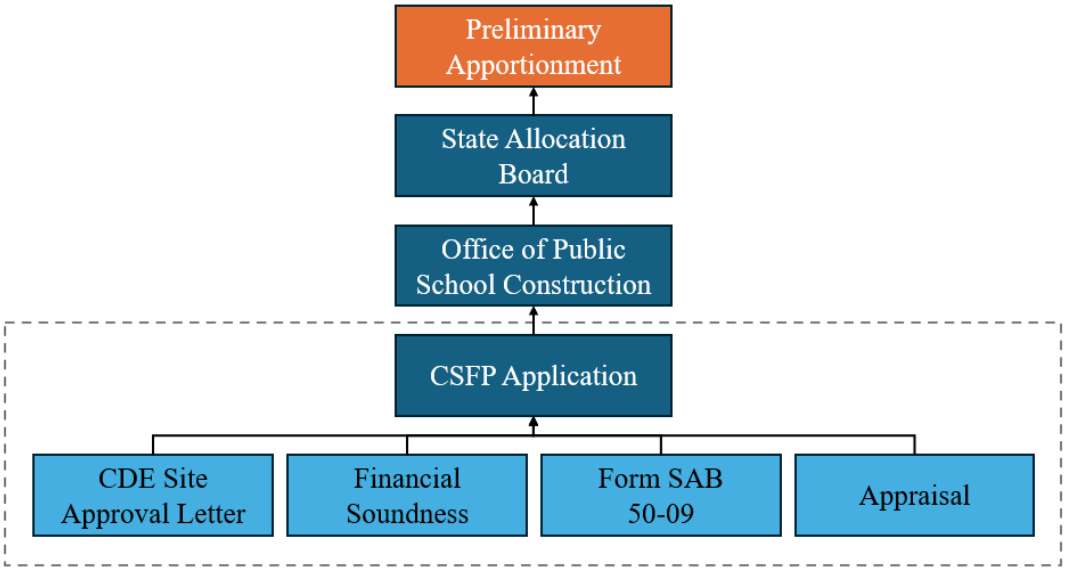
Preliminary Apportionment Process. If the estimated total apportionment of applicants with a Financial Soundness Determination exceeds the funds available, the State Allocation Board will allocate Preliminary Apportionments or Final Apportionments by seeking to ensure that, when considered as a whole, the approved applications are fairly representative of (i) various geographical regions of the State, (ii) urban, rural, and suburban regions of the State, (iii) large, medium, and small charter schools throughout the State, and (iv) the various grade levels of the pupils served by charter school applications. Within each of the aforementioned categories, the State Allocation Board is required to give preference to charter schools in overcrowded school districts, charter schools in low-income areas, charter schools operated by nonprofit entities, and charter schools that use existing district facilities.

To the extent that the value of the eligible applications exceeds the amount that the State Allocation Board has available for providing Preliminary Apportionments or Final Apportionments, the Office of Public School Construction will use a process to determine the priority of each project (the "Priority Funding Process"). The preference point system allows applicants to receive up to 160 points, which includes 40 points for status as a nonprofit, 40 points for rehabilitation projects, a sliding scale of zero to 40 points for charter schools in low income areas, and a sliding scale of zero to 40 points for charter schools in overcrowded school districts.

The Preliminary Apportionment serves as a reservation of funds for a project during the period in which the applicant solicits approvals from the various State entities for such project.

The following diagram reflects the requirements and process to obtain a Preliminary Apportionment.

FIGURE 2
REQUIREMENTS AND PROCESS TO PRELIMINARY APPORTIONMENT



Source: The Borrower.

State Allocation Board Applications and Charter School Agreements. In order to receive an advance release of the Preliminary Apportionment (an "Advance Apportionment") or Final Apportionment for site acquisition, an applicant is required to submit an application to request authorization for fund release ("Form SAB 50-05"), have a current Financial Soundness Determination and execute each of the Charter School Agreements (defined herein) to the extent applicable. The agreement setting forth the terms of use of program funds and project facilities and identifying the respective roles and responsibilities of each party involved in

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the project (the "Memorandum of Understanding"), the agreement describing the terms of payment of the Local Matching Share (the "Funding Agreement"), and the agreement between the school district/local government entity and the charter school pertaining to the use of the facility (the "Use Agreement") are, collectively, referred to herein as the "Charter School Agreements." In addition, the applicant must receive a CDE Site Approval, provide an Appraisal, and submit an application for Preliminary Apportionment ("Form SAB 50-09"). If the charter school holds title to the property, the charter school must also provide executed covenants, conditions, and restrictions, a preliminary title report, and an insurance policy.

Conversion and Unfunded Approvals. Eligible applicants for the Charter School Facilities Program have four years to convert their Preliminary Apportionments to an Unfunded Approval. Applicants are permitted to apply for a single one-year extension, which the State Allocation Board may grant at its discretion. If an extension is sought, the State Allocation Board requires applicants to provide evidence that the Department of Education has made a contingent or final CDE Site Approval of the proposed site and the Division of the State Architect has confirmed it has received the final project plans for review and approval, or other evidence satisfactory to the State Allocation Board justifying the extension.

To place a proposed project on the Unfunded List, an eligible applicant must complete the following steps pursuant to which a Preliminary Apportionment becomes eligible for conversion by the State Allocation Board to a Final Apportionment: (i) receipt of a Financial Soundness Determination from the Authority applicable to the Final Apportionment, (ii) entry into the Charter School Agreements described above, (iii) the Division of the State Architect approval of the applicant's project plans and specifications and issuance of a Notice to Proceed, (iv) applicant has filed Form SAB 50-04 Application for Funding with the California Department of General Services, Office of Public School Construction, and (v) compliance with all rules and regulations of the Charter School Facilities Program, now or hereafter created, applicable to applicant's Application or Applications (collectively, "Conversion").

Upon completion of the Conversion process by the applicant, and approval of the final project costs by the State Allocation Board, the applicant has an "Unfunded Approval," which means that the State Allocation Board has resolved to make a Final Apportionment in accordance with the Greene Act once funds are available in the State School Facilities Funds. In addition, the State Allocation Board will place the proposed project on the "Unfunded List."

To the extent that the State issues general obligation bonds, which include amounts allocable to the State School Facilities Bonds, amounts may be deposited in the State School Facilities Funds. The allocation of the Final Apportionment is subject to the ability of the State Allocation Board to apportion those funds. The approval of a project and the placement of such project on the Unfunded List do not constitute a guarantee or commitment of future State funding and may not be relied on in any manner as any kind of representation or indication of future State funding. Since the commencement of the Charter School Facilities Program, the State has appropriated funding for every project that has been listed on the Unfunded List (except that funding has not yet been appropriated for the projects listed as Unfunded Approvals on Table 3 below).

Final Apportionment. To receive a Final Apportionment, the applicant must submit a complete request within four years of the date of the Preliminary Apportionment unless the applicant has received approval of an extension pursuant to Section 1859.166.1 of Title 2 of the California Code of Regulations. If the request for Final Apportionment is equal to or less than the Preliminary Apportionment, the Final Apportionment will be funded entirely. The State Allocation Board will transfer the difference between the Final Apportionment and the Preliminary Apportionment to the Unrestricted Charter School Fund in the appropriate Charter School Facilities Account. The Final Apportionment will become the full and final apportionment for the project.

If the request for Final Apportionment is greater than the Preliminary Apportionment, the State Allocation Board has the authority to convert the Preliminary Apportionment to a Final Apportionment by either (a) funding the Final Apportionment entirely if the balance in the Unrestricted Charter School Fund in

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the appropriate Charter School Facilities Account is greater than the difference in the Final Apportionment and the Preliminary Apportionment or (b) funding the Final Apportionment using any remaining balance in the Unrestricted Charter School Fund in the appropriate Charter School Facilities Account if the balance in the Unrestricted Charter School Fund in the appropriate Charter School Facilities Account is less than the difference in the Final Apportionment and the Preliminary Apportionment. In either case, such Final Apportionment will be the full and final apportionment for the project.

The amount of any Unfunded Approval will not exceed the funds on deposit in the applicable State School Facilities Fund together any amount of bonds which the State School Building Finance Committee has authorized but the State Treasurer has not yet sold. See " – Allocation of State General Obligation Bond Proceeds" and "CERTAIN RISK FACTORS" herein.

If the applicant fails to complete the request for a Final Apportionment in a timely manner, the State Allocation Board will rescind the applicant's Preliminary Apportionment, including any portion that has been released as an Advanced Release of funds as provided in Section 1859.164.2 of the California Code of Regulations. Such amounts will be transferred to the Unrestricted Charter School Fund within the appropriate Charter School Facility Account.

Historical Awards and Funding. To date, Final Apportionments under the Charter School Facilities Program have been received in response to 108 applications, funding facilities projects for 86 charter schools. Since the commencement of the Charter School Facilities Program, the State has appropriated funding for every project that has been listed on the Unfunded List (except that funding has not yet been appropriated for the projects listed as Unfunded Approvals on Table 3 below). To date, only six applicants that have received an Advance Apportionment later abandoned the applicable project without converting to a Final Apportionment. The following diagram reflects the requirements and process to obtain funding for a Final Apportionment.

FIGURE 3
REQUIREMENTS AND PROCESS TO FINAL APPORTIONMENT

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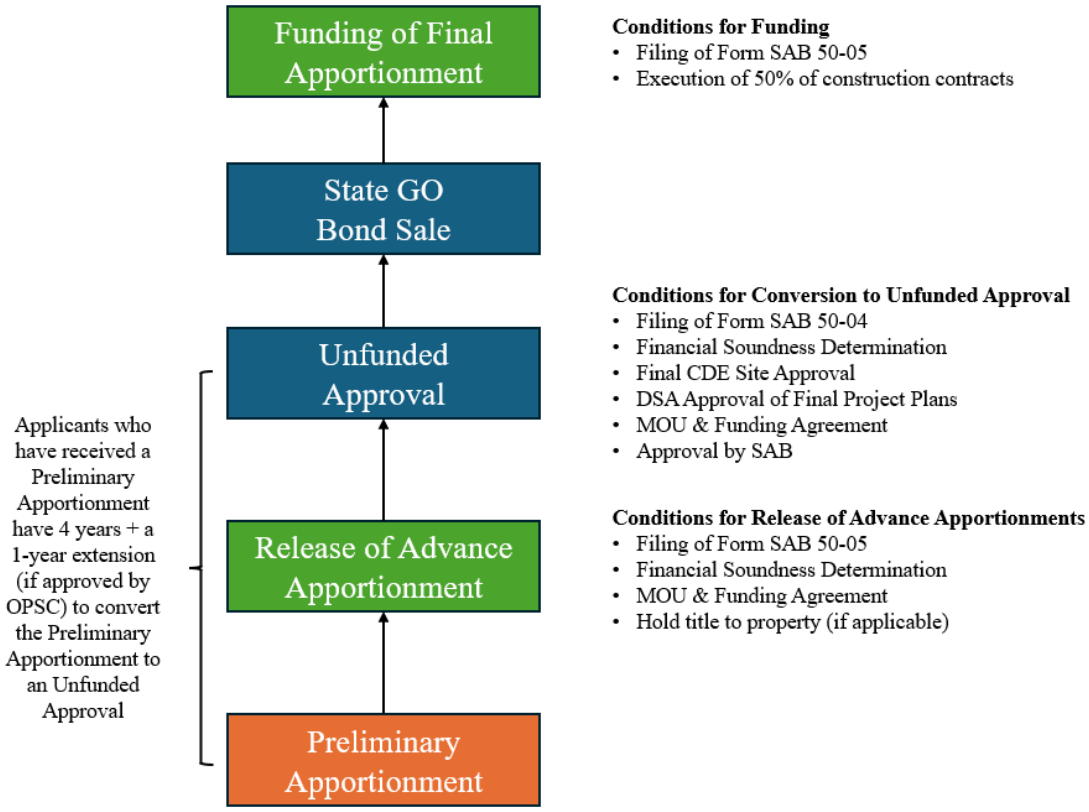

Source: The Borrower.

MSA-5 – Milestones Achieved and Current Status Under the Charter School Facilities Program

This section describes the specific progress of MERF in seeking funding for the MSA-5 Facility under the Charter School Facilities Program requirements initially described above under " – Charter School Facilities Program."

The following timeline indicates the completion of various steps by MERF in seeking funding for the MSA-5 Facility under the Charter School Facilities Program. MERF is pursuing certain approvals and funding for the Project in three phases or "increments" as follows: the 1st increment, consisting of site work; the 2nd increment, consisting of construction of the academic building; and the 3rd increment, consisting of construction of the gymnasium.

Date	*Event/Description*
May 2022	**Application Submittal:** MERF submitted its initial application for a Preliminary Apportionment through the Charter School Facilities Program to the Office of Public School Construction in May 2022.
October 2022	**Financial Soundness Determination:** On October 24, 2022, the Authority adopted a resolution approving a Financial Soundness Determination for MERF which was applicable for a Preliminary Apportionment and an Advance Apportionment for the Project.

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Date	*Event/Description*
October 2022	**Allocation of Preliminary Apportionment:** On October 26, 2022, the State Allocation Board allocated to MERF a Preliminary Apportionment in the amount of $50,832,332 for the acquisition and development of the MSA-5 Facility. MERF is currently in the process of Conversion to receive a Final Apportionment for the MSA-5 Facility.
March 2024	**Financial Soundness Determination:** On March 28, 2024, the Authority adopted a resolution approving a Financial Soundness Determination for MERF for the purpose of an Advance Apportionment.
June-July 2024	**Submission of Plans to DOE:** MERF submitted plans and specifications relating to the MSA-5 Facility to the Department of Education for final site approval in June 2024 and final plan approval in July 2024.
September 2024	**Site Approval:** The Department of Education provided to MERF its final site approval for the MSA-5 Facility on September 16, 2024.
September 2024	**Division of the State Architect Approval** – 1st Increment: The Division of the State Architect approved the Project plans and specifications for the 1st increment of the Project on September 25, 2024.
January 2025	**Plan Approval:** The Department of Education provided to MERF its final plan approval for the MSA-5 Facility on January 3, 2025.

For projected completion of remaining steps in the process to receive a Final Apportionment for the MSA-5 Facility, see " – Allocation of State General Obligation Bond Proceeds" below.

Funding to Date. Since the date of the Preliminary Apportionment, MERF has received approximately $13,832,733 from the State Allocation Board, which includes $3,952,733.20 for design costs and $9,880,000 for site acquisition and preparation costs. Pursuant to the Greene Act, MERF is required to effect the Conversion (defined herein) of the Preliminary Apportionment to a Final Apportionment by October 26, 2026; provided that, if an extension is approved, the deadline for the Conversion may be as late as October 26, 2027. See "CHARTER SCHOOL FACILITIES PROGRAM AND AWARD FUNDING – Charter School Facilities Program – Preliminary Apportionment" herein.

Loan for Local Matching Share; Interest Rate. Of the total funding received under the Charter School Facilities Program in respect of the MSA-5 Facility, 50% will be received in the form of a grant, while the remaining 50%, constituting the Local Matching Share, will be in the form of a loan that will be repaid to the State through level payments over 30 years. See " – Charter School Facilities Program – Local Matching Share" above. Given the Preliminary Apportionment for the MSA-5 Facility of $50,832,332, the loan for MERF's Local Matching Share would be in the amount of $25,416,166.

Pursuant to Education Code Section 17078.57, the interest rate in respect of this loan will be the lower of (i) the rate paid on moneys in the State's Pooled Money Investment Account as of the date of disbursement of the funding, or (ii) a rate equal to 50% of the interest rate paid by the State on the most recent sale of State general obligation bonds, in each case with such interest rate computed according to the true interest cost method.

Current Status of the Conversion Process by MERF

Financial Soundness Determination. Pursuant to the Charter School Facilities Program, MERF must receive a Financial Soundness Determination from the California School Finance Authority applicable to the Final Apportionment. MERF has received Financial Soundness Determinations in the past. However, the Authority's regulations for the Charter School Facilities Program provide that a Financial Soundness

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Determination will be valid for a period of 12 months for purposes of the State Allocation Board's approval of an application for Final Apportionment. MERF's most recent Financial Soundness Determination expires [_____ __, 20__. Accordingly, another such determination by the Authority will be necessary in advance of MERF's completion of the Conversion process.]

Execution of the Charter School Agreements. In connection with the Unfunded Approval of a disbursement of the loan portion of the Final Apportionment, the Borrower is required to enter into Charter School Agreements to the extent applicable. See "– State Allocation Board Applications and Charter School Agreements." MERF executed the Funding Agreement, dated as of June 23, 2023, among the State Allocation Board, the Authority and MERF. The Borrower also executed the Memorandum of Understanding, dated as July 12, 2023, by and among the State Allocation Board, the Authority and MERF, as operator of MSA-5.

Approval by the California Department of Education. On April 24, 2023, the Department of Education provided to MERF its Initial CDE Evaluation. The Department of Education requires, among other things, approval of the MSA-5 Facility by the Department of Toxic Substances Control ("DTSC") in order to grant the CDE Site Approval. DTSC approved the Project in October 2023; and the Department of Education provided its final site approval for the MSA-5 Facility in September 2024. See "CHARTER SCHOOL FACILITIES PROGRAM AND AWARD FUNDING – Allocation of State General Obligation Bond Proceeds."

Approval by the Division of the State Architect. [As of the date hereof, the Division of the State Architect has received MERF's Project plans and specifications for all three increments of the Project and has issued plan approval for all three increments of the Project.] See "CHARTER SCHOOL FACILITIES PROGRAM AND AWARD FUNDING – Allocation of State General Obligation Bond Proceeds."

Execution of Binding Construction Contracts. MERF is required to execute binding contracts for at least 50% of the construction included in the plans and specifications applicable to the Project. Pursuant to the Charter School Facilities Program, the approval of the Division of the State Architect is a condition precedent to the execution of any construction contract. [MERF entered into a binding construction contract for the 2nd increment in _____ 2025, and such contracts with respect to the 1st increment and 2nd increment constitute greater than 50% of the construction included in the plans and specifications applicable to the Project.] Notwithstanding the foregoing, neither (i) execution of binding construction contracts for the entire Project, nor (ii) completion of construction of the 2nd increment are necessary to complete the Conversion process and to receive its Final Apportionment.

Filing of Form SAB 50-04. To complete the Conversion process, MERF is required to file Form SAB 50-04, the "Application for Funding," and submit such application to the State Allocation Board through the Office of Public School Construction. MERF submitted Form SAB 50-04 in February 2026, well in advance of the October 26, 2026 deadline. Form 50-04 includes, among other things, MERF's final requests for Project funding for the applicable increment, reflecting all adjustments and revisions to Project costs since the Preliminary Apportionment. See "CHARTER SCHOOL FACILITIES PROGRAM AND AWARD FUNDING – Allocation of State General Obligation Bond Proceeds."

MERF expects the Project to be placed on the Unfunded List and expects to participate in the Priority Funding Process prior to the receipt of a Final Apportionment. Since the commencement of the Charter School Facilities Program, the State has appropriated funding for every project that has been listed on the Unfunded List (except that funding has not yet been appropriated for the projects listed as Unfunded Approvals on Table 3 below).

Allocation of State General Obligation Bond Proceeds

This Limited Operating Memorandum sets forth the projected date of the Unfunded Approval and the Final Apportionment, other applicants to the Charter School Facilities Program and their Preliminary

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Apportionments and current Conversion deadlines, and the State Allocation Board's remaining authorization for the Charter School Facilities Program as of the date hereof. The schedule by which MERF expects to receive its Unfunded Approval and the Final Apportionment for the Project involves known and unknown risks, uncertainties and other factors such as the completion of the Conversion process by other applicants and the State's issuance of general obligation bonds that may cause actual results, performance or achievements to be materially different from those projected in the Limited Offering Memorandum.

MERF expects the State to issue general obligation bonds in 2026. The State will use the proceeds of such general obligation bonds to finance grants to various programs including, it is anticipated, MSA-5. The following table sets forth the Borrower's projected schedule of events and tasks culminating in receipt of its Final Apportionment.

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TABLE 1
THE PROJECT
Milestone Events and Tasks for Final Apportionment[(1)]

	1st Increment Dates	2nd Increment Dates	3rd Increment Dates
Submission of Project to the Division of the State Architect	June 2024	December 2024	April 2025[(2)]
Department of Education Approval	September 2024 (Site Approval) / January 2025 (Plan Approval)		
Division of the State Architect Approval	September 2024	June 2025[(2)]	January 2026[(2)]
Submission of Form SAB 50-04[(2)]	February 2026[(2)]		
State Allocation Board Approval; Placement of the Project on the Unfunded List	April 2026[(3)]		
Office of Public School Construction Approval	May-June 2026[(3)]		
Sale of General Obligation Bonds by the State of California and Funding of the State School Facilities Funds and Charter School Facilities Accounts[(4)]	Fall 2026[(3)]		
Submission of Form SAB 50-05 by MERF	Fall 2026[(2)] (following State G.O. Bond Sale)		
Funds Released – Final Apportionment paid to MERF	Fall 2026[(2)] (following submission of SAB 50-05)		

(1) The Project comprises the following three phases or "increments": 1st Increment, consisting of site work; 2nd increment, consisting of the academic building; and 3rd increment, consisting of the gymnasium.
(2) See "– Current Status of the Conversion Process by MERF" herein.
(3) Projected.
(4) To the extent the proceeds from the sale of State's general obligation bonds, which are expected to be issued in the Fall of 2026, are not sufficient to finance the Borrower's Final Apportionment, MERF is eligible to receive proceeds from a subsequent issuance of general obligation bonds. Neither MERF nor the Borrower can predict whether or when the State may issue State general obligation bonds.

Source: MERF.

To qualify for funding from proceeds of general obligation bonds, projects must be on the Unfunded List. In order to be placed on the Unfunded List, a project must receive a Preliminary Apportionment and complete the Conversion process. The following table sets forth the State Allocation Board's remaining

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unallocated authority to provide Final Apportionments, the Unfunded Approvals under each State School Facility Bond, and the remaining authority to provide Final Apportionments less the Unfunded Approvals.

TABLE 2
CHARTER SCHOOL FACILITIES PROGRAM
Funding Authority for Charter School Facilities
($ in millions)

Bond Authorization	Original Funding Authority	[A] Remaining Funding Authority Excluding Unfunded Approvals (as of Feb. 26, 2025)	[B] Funding Reserved for Current Applicants[1]	[A-B] [C] Remaining Unallocated Authority[2] (as of Feb. 26, 2025)
Proposition 47	$100.0			
Proposition 55	300.0			
Proposition 1D	500.0			
Proposition 51	500.0			
Subtotal – Prop. 47 through Prop. 51	$1,400.0			
2024 State School Facilities Bond[4]	600.0			
Total[3]	$2,000.0			

(1) Includes Unfunded Approvals and submitted applications for Unfunded Approvals (as reflected in Table 3 below), and current applicants (as reflected in Table 4 below).
(2) The State Allocation Board has not allocated the amounts set forth in the column titled "Remaining Unallocated Authority Including Unfunded Approvals" to any specific project.
(3) Includes $36,999,599 in respect of the Final Apportionment for the Project.
(4) The Project is not eligible for funding under the 2024 State School Facilities Fund. Only new applicants may qualify for such funding.
Source: Office of Public School Construction.

In the event that the proceeds available to finance grants under the Charter School Facilities Program are not sufficient to finance all projects on the Unfunded List, the State Allocation Board will fund projects in order of their State Allocation Board approval date and in order within each source of bonds. See "– State School Facilities Bonds."

On October 26, 2022, the Project received a Preliminary Apportionment from the State Allocation Board in the amount of $50,832,332, of which the State Allocation Board has disbursed $13,832,733. MERF expects that the Final Apportionment in the amount of $36,999,599 will be sufficient to pay principal of the Grant Anticipation Notes when due. This remaining amount of the Preliminary Apportionment is reserved for the Project until and unless MERF either fails to complete the Conversion process prior to the applicable deadline, or after having completed the Conversion process and with the Project placed on the Unfunded List, fails to timely submit a priority funding request.

The following table sets forth the aggregate amount of Final Apportionments approved by the State Allocation Board and aggregate amount of Preliminary Apportionments for applicants that have submitted Form SAB 50-04 to the State Allocation Board for approval.

TABLE 3
CHARTER SCHOOL FACILITIES PROGRAM
Unfunded Approvals and Submitted Applications for Unfunded Approvals
As of February 23, 2025

	Number of Applicants	Apportionment

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Applicants with Unfunded Approvals
Applicants with Form SAB 50-04 Submissions

(1) These projects are presently awaiting funding from proceeds of State general obligation bonds. Includes $___ million for preliminary apportionments for design and site funding for six projects.
(2) If approved by the State Allocation Board, the applicants for these ___ projects, including the Project, will be placed on the Unfunded List.
Source: Office of Public School Construction.

As of _____ __, 2026, other than the three applicants noted in the second row of Table 3 above, there are 13 Preliminary Apportionments that are left to Convert and are eligible for an aggregate Final Apportionment of approximately $141.2 million once they Convert.

TABLE 4
CHARTER SCHOOL FACILITIES PROGRAM
Allocation for Current Applicants(1)
As of _____ __, 2026 [To be updated]

School District	Charter School	Application Date	Conversion Deadline	Allocation Amounts
Cascade Union Elementary SD	Tree of Life International Charter School	5/11/2022	10/26/2026(3)	2,279,250.00
Natomas Unified SD	Natomas Charter School	6/1/2022	10/26/2026(3)	11,561,869.00
Natomas Unified SD	Natomas Charter School	6/1/2022	10/26/2026(3)	6,066,703.60
Sacramento City Unified SD	California Montessori Project - Capitol Campus	6/3/2022	10/26/2026(3)	6,994,092.30
San Diego Unified SD	King Chavez Academy of Excellence	6/3/2022	10/26/2026(3)	7,528,981.50
San Diego Unified SD	King Chavez Academy of Excellence	6/3/2022	10/26/2026(3)	6,436,435.50
Shasta Union High SD	California Heritage YouthBuild Academy	5/2/2022	05/31/2027(3)	18,965,610.40
Natomas Unified SD	Natomas Pacific Pathways	6/3/2022	09/27/2027(3)	10,310,778.00
Natomas Unified SD	Natomas Pacific Pathways	6/3/2022	09/27/2027(3)	2,820,834.90
San Diego Unified SD	Kavod Charter School	6/3/2022	12/04/2027(3)	11,328,468.30
San Diego Unified SD	Kavod Charter School	6/3/2022	12/04/2027(3)	3,388,932.00
Twin Rivers Unified SD	Community Outreach Academy	6/3/2022	02/28/2028(3)	16,520,256.00
Total				$141,201,810.30

(1) Does not reflect _____ applicants that have submitted Form SAB 50-04 to the State Allocation Board, including MERF, as reflected above in the second row of Table 3.
(2) Such applicant is eligible for a one-time, one-year extension. However, neither MERF nor the Borrower can predict whether any or all of such applicants will complete the Conversion process prior to MERF.
Source: Office of Public School Construction.

[The sum of (i) the CSFP award allocation for current applicants without Unfunded Approvals shown in Table 4 above (approximately $141.2 million) and (ii) the total apportionment for current Unfunded Approvals (including applicants with Form SAB 50-04 Submissions) set forth in Table 3 above (approximately $55.4 million), equals $196.6 million, which does not exceed the remaining funding authority for the applicable State School Facilities Funds reflected in Table 2 ($211.3 million). Thus, the State Allocation Board has sufficient authority under the Charter School Facilities Program to fully fund the Project and to place the Project on the Unfunded List when MERF completes the Conversion process. The State had not yet issued general obligation bonds to fund any of the projects reflected in Table 3 or Table 4.]

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While the voters in the State have approved the issuance of general obligation bonds to generate the necessary funds for the State Allocation Board to fund all of the current CSFP projects shown in Table 3 and Table 4 above, a number of additional procedural actions are required, including approval of the State School Building Finance Committee. MERF expects the Project to be placed on the Unfunded List upon the completion of the Conversion process and to receive a Final Apportionment from proceeds of general obligation bonds issued by the State in 2026 subject to availability of such funds. See "CHARTER SCHOOL FACILITIES PROGRAM – MSA-5 – Milestones Achieved and Current Status Under the Charter School Facilities Program."

History of Award Funding. As noted above, since the commencement of the Charter School Facilities Program, the State has appropriated funding for every project that has been listed on the Unfunded List (except that funding has not yet been appropriated for the projects listed as Unfunded Approvals on Table 3 above). No assurance can be made as to the date by which the State may issue general obligation bonds for the purpose of funding any award pursuant to the Charter School Facilities Program, including any award in respect of the MSA-5 Facility.

Issuance of State General Obligation Bonds. State general obligation bonds to fund awards under the Charter School Facilities Program are issued under the applicable voter approved bond act (see " – State School Facility Bonds" above) and a bond resolution approved by the State School Building Finance Committee. The timing of the bond sales is determined by the State Treasurer. The Public Finance Division of the State Treasurer's Office ("PFD") manages the State's debt portfolio, overseeing the issuance of debt, and monitors and services the State's outstanding debt. PFD also handles the sale of general obligation bonds and other forms of debt.

Generally, because of certain blackout periods, the State issues general obligation bonds (i) in the spring, from the beginning of March through mid-April, and (ii) in the fall, from late August through mid-November. As noted above, no assurance can be made as to the date by which the State may issue general obligation bonds for the purpose of funding any award pursuant to the Charter School Facilities Program, including any award in respect of the MSA-5 Facility. See "CERTAIN RISK FACTORS – Availability of State General Obligation Bond Proceeds."

Lien and Covenants, Conditions, and Restrictions pursuant to the Education Code

State Lien. The State has recorded a notice of lien pursuant to Section 17078.63(a) of the Education Code stating that the MSA-5 Facility is held in trust by MERF for the benefit of the State public school system.

Covenants, Conditions and Restrictions. MERF has recorded a restrictive covenant pursuant to Section 17078.63(a) of the Education Code that provides the following:

1. The MSA-5 Facility and any facilities constructed, rehabilitated, or retrofitted at the MSA-5 Facility using funds allocated pursuant to the Greene Act shall be used only for public school purposes as authorized in the California Constitution and statute;

2. In the event the MSA-5 Facility is no longer needed for charter school purposes, title to the MSA-5 Facility shall vest in the school district in which the property is physically located, which the school district shall hold in trust for benefit of the State public school system. The remainder interest provided in the restrictive covenant shall be triggered when the MSA-5 Facility is no longer needed for charter school purposes and shall then be subject to paragraphs (2) to (6) , inclusive, of subdivision (b) of Section 17078.62 of the Education Code;

3. In the event the District disclaims its interest in the Facilities, title shall vest in the State;

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4. A successor charter school, qualified pursuant to Section 17078.62(b)(2) of the Education Code (the "MERF's successor"), shall be permitted to meet its facility needs by occupying the MSA-5 Facility, for the benefit of the State public school system, on equal terms as MERF, including, but not limited to, assumption of fee simple title to the MSA-5 Facility; and

5. The restrictive covenant shall run with the land and shall be binding upon MERF, MERF's successors, and all parties having or acquiring any right, title or interest in the MSA-5 Facility or any part thereof, and shall inure to the benefit of the State.

MERF does not expect the MSA-5 Facility to be developed in a manner sufficient for the operation of a charter school or a traditional public school until completion of the Project. MERF cannot predict whether the State, the District, or another charter school operator would accept the MSA-5 Facility in its present condition or if the Project were completed. If such entities decline to take possession of the MSA-5 Facility, it is possible that the MSA-5 Facility could be disposed in a manner that is applicable to the disposal of surplus public school sites. See "CERTAIN RISK FACTORS – Prior Lien on the MSA-5 Facility" herein.

As security for the payment of the Grant Anticipation Notes, the Authority in the Note Indenture assigns to the Trustee certain of the Authority's rights under the Note Loan Agreement, including the right to receive Payments under the Note Indenture, but excluding any deposits to the Rebate Fund; and the Borrower will assent to such assignment and agrees to make payments from Grant Anticipation Note Loan Agreement Revenues directly to the Trustee, without defense or set off by reason of any dispute between the Borrower and the Authority or the Trustee. By virtue of such assignment and certain obligations of the Borrower to the Trustee, the Trustee shall be a third-party beneficiary of the Note Loan Agreement and will have the right to enforce the obligations of the Borrower under the Note Loan Agreement, subject to the limitations hereof, including the limitations set forth in the Note Loan Agreement.

No lien on the MSA-5 Facility secures MERF's obligations under the Grant Anticipation Note Loan Agreement, or the Borrower's obligations under the Note Loan Agreement. See "CERTAIN RISK FACTORS – No Mortgage."

Limitation on Disposition of Property, Plant and Equipment and the Project. Pursuant to the Grant Anticipation Note Loan Agreement, MERF covenants and agrees that it will not sell or otherwise dispose, including any disposition by lease, of the property, plant and equipment consisting of all or any part of the MSA-5 Facility, except for disposition or transfers:(a) of property, plant and equipment no longer necessary for the operation of the MSA-5 Facility; (b) of property, plant and equipment replaced by property, plant and equipment of similar type and/or of substantially equivalent function with a substantially equivalent value; or (c) of property, plant and equipment sold or disposed of at a price equal to their fair market value.

Under the Note Loan Agreement, MERF may not cause or permit any portion of the MSA-5 Facility that is part of the Project to be used or operated in any manner except in conjunction with a school under the Charter School Law.

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APPENDIX F

FORM OF CONTINUING DISCLOSURE AGREEMENT

This Continuing Disclosure Agreement (the "Disclosure Agreement"), dated as of March 1, 2026, is executed and delivered by and between Magnolia Properties Management, Inc., a California nonprofit public benefit corporation (the "Borrower"), Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation ("MERF") and KNN Public Finance, LLC, as dissemination agent (the "Dissemination Agent") in connection with the issuance by the California School Finance Authority (the "Authority") of its (i) Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026A (the "Series 2026A Bonds") and (ii) Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026B (Taxable) (the "Series 2026B Bonds" and together with the Series 2026A Bonds, the "Bonds"). The Bonds are being issued pursuant to an Indenture dated as of March 1, 2026 (the "Bond Indenture") by and between the Authority and UMB Bank, National Association, as trustee (the "Trustee"). The proceeds of the Bonds are being loaned by the Authority to the Borrower pursuant to a Loan Agreement dated as of March 1, 2026 (the "Loan Agreement"). Pursuant to the Loan Agreement, the Borrower has covenanted and agreed to provide the continuing disclosure of certain financial information and operating data and timely notices of the occurrence of certain events.

Section 1. Purpose of Disclosure Agreement. This Disclosure Agreement is being executed and delivered by the Borrower and MERF for the benefit of the Registered Owners of the Bonds (for such purpose beneficial owners of the Bonds shall also be considered Registered Owners of the Bonds) and to assist Stifel, Nicolaus & Company, Incorporated (the "Participating Underwriter"), in complying with the Rule.

Section 2. Defined Terms. In addition to the definitions set forth in the Bond Indenture, the Lease (as herein defined) or the Loan Agreement, which apply to any capitalized term used in this Disclosure Agreement unless otherwise defined herein, the following capitalized terms shall have the following meanings:

"Annual Report" shall mean any Annual Report provided by MERF pursuant to, and as described in, Sections 3 and 4 of this Disclosure Agreement.

"Authority" means the California School Finance Authority, its successors and assigns.

"Beneficial Owner" means any person which (a) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Bonds (including persons holding Bonds through nominees, depositories or other intermediaries), or (b) is treated as the owner of any Bonds for federal income tax purposes.

"Bond Indenture" means the Indenture, dated as of March 1, 2026, between the Authority and the Trustee.

"Bonds" means the Series 2026A Bonds and the Series 2026B Bonds.

"Borrower" means Magnolia Properties Management, Inc., a California nonprofit public benefit corporation.

"Disclosure Representative" shall mean the chief financial officer of MERF or such other officer, agent or employee as MERF shall designate in writing to the Dissemination Agent from time to time.

"Dissemination Agent" means KNN Public Finance, LLC, as dissemination agent under this Disclosure Agreement, its successors and assigns.

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"EMMA" means the Electronic Municipal Market Access system operated by the MSRB and the primary portal for complying with the continuing disclosure requirements of the Rule.

"Events Notices" means the notices required to be given by MERF pursuant to Section 5 of this Disclosure Agreement.

"*Financial Obligation*" means: (a) a debt obligation; (b) a derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (c) guarantee of (a) or (b). The term "Financial Obligation" does not include municipal securities as to which a final official statement has been provided to the Repository consistent with the Rule.

"Fiscal Year" means the twelve month accounting period used with respect to the operations of MERF ending June 30 of each year; provided, however, MERF, by resolution duly passed, may change such accounting period to end on another date if such change is found and determined to be necessary or appropriate for budgetary or other fiscal purposes.

"Lease" means those certain Lease Agreements, each dated as of April 1, 2025, by and between MERF, as tenant, and each of MPM Sherman Way and MPM San Diego, as lessors.

"Listed Event" means any of the events listed in subsection (a) and subsection (b) of Section 5 hereof.

"Limited Offering Memorandum" means the Limited Offering Memorandum dated as of March __, 2026, relating to the Bonds.

"Magnolia Schools" shall mean each of the public charter schools operated by MERF.

"Master Trust Indenture" means that certain Master Indenture of Trust, dated as of April 1, 2025, by and among the Borrower, the Members, as initial Members of the Obligated Group, and UMB Bank, National Association, as Master Trustee thereunder.

"Member" shall have the meaning ascribed thereto in the Master Trust Indenture; as of the date hereof, the only Members are MPM Sherman Way LLC, MPM San Diego LLC, and MPM Santa Ana LLC, each of which is a California limited liability company the sole member of which is the Borrower.

"MSRB" means the Municipal Securities Rulemaking Board, located at 1300 I Street NW, Suite 1000, Washington, DC 20005, its successors and assigns.

"Operations Report" means the financial information and operating data required to be transferred by MERF to the Dissemination Agent pursuant to the Section 3(a)(3) of this Disclosure Agreement.

"Participating Underwriter" means Stifel, Nicolaus & Company, Incorporated, as original purchaser of the Bonds, its successors and assigns.

"Quarterly Report" means the financial information and operating data required to be transferred by MERF to the Dissemination Agent pursuant to the Section 3(a)(2) of this Disclosure Agreement.

"Repository" means EMMA.

"Rule" means SEC Rule 15c2-12(b)(5) promulgated by the SEC under the Securities Exchange Act of 1934, as amended or supplemented by the SEC from time to time.

"School Loan Agreement" shall mean that certain Loan Agreement, dated as of March 1, 2026, by and between MPM Santa Ana LLC, as lender, and MERF, as borrower.

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"SEC" means the Securities and Exchange Commission, its successors and assigns.

"Series 2026A Bonds" means the Authority's Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026A.

"Series 2026B Bonds" means the Authority's Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026B (Taxable).

"Trustee" means UMB Bank, National Association, its successors and assigns.

Section 3. Provision of Annual Reports.

(a) MERF shall provide, or shall cause the Dissemination Agent to provide, to the MSRB, not later than six months after the end of MERF's Fiscal Year, commencing with the Fiscal Year ending June 30, 2026 (except as hereinafter provided), an Annual Report which is consistent with the requirements of Section 4 of this Disclosure Agreement. The Annual Report may be submitted as a single document or as separate documents comprising a package, and may include by reference other information as provided in Section 4 of this Disclosure Agreement; provided that the consolidated audited financial statements of MERF (and any information determined from the audited financial statement) may be submitted separately from the balance of the Annual Report and later than the date required above for the filing of the Annual Report if they are not available by that date. If MERF's Fiscal Year changes, it shall give notice of such change in the same manner as for a Listed Event under Section 5(d). The Borrower hereby agrees to provide to MERF any information required from the Borrower for the Annual Report. The Annual Report shall be submitted on a standard from in use by industry participants or other appropriate form and shall identify Bonds by name and CUSIP number, if available.

(b) MERF shall be responsible for the preparation of the Annual Report. Not later than five (5) Business Days prior to the date specified in subsection (a) for providing the Annual Report to the MSRB, MERF shall provide the Annual Report to the Dissemination Agent. If by such date, the Dissemination Agent has not received a copy of the Annual Report, the Dissemination Agent shall contact MERF to determine if MERF is or expects to be in compliance with the first sentence of subsection (a) above.

(c) The Dissemination Agent shall transmit the Annual Report to the MSRB in electronic format accompanied by identifying information as prescribed by the MSRB.

Section 4. Content of Annual Reports.

(a) The Annual Report shall be in a format suitable for filing with the MSRB and shall contain or include by reference the following:

(i) The audited financial statements of MERF, prepared in accordance with generally accepted accounting principles applicable to nonprofit corporations from time to time, if available.

(ii) An Executed Certificate for Annual Filing of Certain Financial and Operating Covenants completed substantially in the form attached hereto as Exhibit A.

(iii) The enrollment data with respect to the Magnolia Schools provided to the State of California under the Charter School Law, and (B) a copy of all annual charter school reports with respect to the Magnolia Schools required to be prepared by MERF under California law.

(b) Any or all of the items listed above may be included by specific reference to other documents, including any official statement or prospectus of debt issues for the benefit of the Magnolia Schools or related public entities, which have been submitted to the MSRB. If the document included by reference is a final

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official statement, it must be available from the MSRB. MERF shall clearly identify each such other document so included by reference. MERF and the Borrower are solely responsible for the content and format of the Annual Report, and the Dissemination Agent shall have no liability or responsibility for content, format, accuracy or completeness of such Annual Report.

(c) Any or all of the Annual Reports may be incorporated by reference from other documents, including official statements, which have been submitted to the Repository. If the Annual Report information is changed or this Disclosure Agreement is amended in accordance with its terms, then MERF is to include in the next Annual Report to be delivered thereunder, to the extent necessary, an explanation of the reasons for the amendment and the effect of any change in the type of financial information or operating data provided.

Section 5. Reporting of Listed Events.

(a) Pursuant to the provisions of this Section 5, MERF shall give, or cause to be given, notice of the occurrence of any of the following events with respect to Bonds, if material:

(i) non-payment related defaults;

(ii) modifications to rights of Bond holders;

(iii) Bond calls;

(iv) unless described in Section 5(b)(vii) below, other material notices or determinations with respect to the tax exempt status of Series 2026A Bonds or other events affecting the tax exempt status of Series 2026A Bonds;

(v) release, substitution or sale of property securing repayment of Bonds;

(vi) the consummation of a merger, consolidation or acquisition involving any the Borrower, Member or MERF or the sale of all or substantially all of the assets of the Borrower, any Member or MERF (other than in the ordinary course of business) or the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions other than in accordance with its terms;

(vii) appointment of a successor or additional trustee or change in name of a trustee; or

(viii) incurrence of a Financial Obligation of the Borrower, MERF or any Member, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a Financial Obligation of the Borrower, MERF or any Member, any of which affect security holders.

(b) Pursuant to the provisions of this Section 5, MERF shall give, or cause to be given, notice of the occurrence of any of the following events with respect to Bonds:

(i) principal and interest payment delinquencies;

(ii) defeasances;

(iii) rating changes;

(iv) unscheduled draws on debt service reserves reflecting financial difficulties;

(v) unscheduled draws on any credit enhancements reflecting financial difficulties;

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(vi) substitution of credit or liquidity providers, or their failure to perform;

(vii) adverse tax opinions affecting the tax exempt status of Series 2026A Bonds, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notice of Proposed Issue (IRS Form 5701-TEB);

(viii) tender offers;

(ix) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a Financial Obligation of the Borrower, MERF or any Member, any of which reflect financial difficulties; and

(x) bankruptcy, insolvency, receivership or a similar proceeding by the Borrower or MERF.

For purposes of the event identified in clause (x) above, the event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for MERF or the Borrower in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court of governmental authority has assumed jurisdiction over substantially all of the assets or business of MERF or the Borrower, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of MERF or the Borrower.

(c) Upon the occurrence of a Listed Event specified in Section 5(a), MERF shall as soon as possible determine if such event would be material. The Dissemination Agent shall have no responsibility for such determination.

(d) If MERF has determined that the occurrence of a Listed Event specified in Section 5(a) would be material, or upon the occurrence of a Listed Event specified in Section 5(b), MERF shall notify the Dissemination Agent in writing within three business days of the occurrence of such event in a format suitable for filing with the MSRB, with instructions to the Dissemination Agent to file a notice of the occurrence of such Listed Event pursuant to subsection (e).

(e) If the Dissemination Agent has been instructed in writing by MERF to report the occurrence of a Listed Event and has received a notice of the occurrence in a format suitable for filing with the MSRB, the Dissemination Agent shall file such notice with the MSRB with a copy to the Participating Underwriter and the Authority in a timely manner not in excess of ten business days after the occurrence of the event.

(f) The Borrower hereby agrees to provide to MERF notice of any events specified in this Section 5 of which it has actual notice within five (5) days of receipt of such notice by the Borrower.

Section 6. Provision of Quarterly Reports.

(a) MERF agrees to provide, or shall cause the Dissemination Agent to provide, to the MSRB, not later than 60 days after the end of each of MERF's fiscal quarters, commencing with the fiscal quarter ending December 31, 2025, a Quarterly Report which is consistent with the requirements of Section 7 of this Disclosure Agreement. The Quarterly Report may be submitted as a single document or as separate documents constituting a package, and may include by reference other information as provided in Section 7 of this Disclosure Agreement. The Borrower hereby agrees to provide to MERF any information required from the Borrower for the Quarterly Reports.

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(b) MERF shall be responsible for the preparation of the Quarterly Report. Not later than five (5) business days prior to the date specified in subsection (a) for providing the Quarterly Report to the MSRB, MERF agrees to provide the Quarterly Report to the Dissemination Agent. If by such date, the Dissemination Agent has not received a copy of the Quarterly Report, the Dissemination Agent shall contact MERF to determine if MERF is or expects to be in compliance with the first sentence of subsection (a) above.

(c) The Dissemination Agent shall transmit the Quarterly Report to the MSRB in electronic format accompanies by identifying information as prescribed by the MSRB.

Section 7. Content of Quarterly Reports.

(a) MERF's Quarterly Report shall be in a format suitable for filing with the MSRB and shall contain or include by reference the following:

(i) For the Obligated Group, the Officer Certificate executed in connection with any addition or withdrawal of a Member pursuant to Sections 3.11 and 3.12, respectively, of the Master Trust Indenture, if applicable.

(ii) The unaudited financial statements and operating data for MERF for the previous fiscal quarter of the type and in the format provided in audited financial statements of MERF for the prior Fiscal Year.

(iii) For the Magnolia Schools, enrollment data by school for the previous quarter.

(iv) For the final fiscal quarter of each Fiscal Year, a copy of MERF's budget for the subsequent Fiscal Year.

(v) A year-to-date comparison of the revenues and expenditures in the unaudited financial statements to the annual budget for MERF.

(vi) Recommendations of any consultant received in accordance with the Master Trust Indenture during such fiscal quarter.

(vii) Notice of any threatened termination of any license, charter or other official approval or accreditation which is material to the activities of MERF or the Magnolia Schools, or of the commencement of any litigation or other governmental or judicial proceeding in which an outcome adverse to MERF could result in a judgment in excess of available insurance coverage or otherwise have a material adverse effect on the operations or financial condition of MERF, and any other event which reasonably could be expected to have a material adverse effect on the operations or financial condition of MERF.

(viii) Management discussion of any significant variance between budgeted and actual revenues and expenditures during the previous fiscal quarter.

(ix) Any change in Key Management Personnel for MERF's Executive Team as shown on pages A-34 through A-37 of Appendix A to the Limited Offering Memorandum.

(b) Any or all of the items listed in subsection (a) above may be included by specific reference to other documents, including any official statement or prospectus of debt issues for the benefit of MERF or related public entities, which have been submitted to each of the MSRB. If the document included by reference is a final official statement, it must be available from the Municipal Securities Rulemaking Board. MERF shall clearly identify each such other document so included by reference. MERF is solely responsible

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for the content and format of the Quarterly Report, and the Dissemination Agent shall have no liability or responsibility for content, format, accuracy or completeness of such Quarterly Report.

Section 8. Use of EMMA. Any filings required to be made with or notices to be given to the MSRB under this Disclosure Agreement shall be effected by sending the filing or notice to EMMA at www.emma.msrb.org in an electronic format accompanied by identifying information as prescribed by the MSRB, or to such other entity and in such other format as may be designated under the Rule. The Dissemination Agent agrees to comply with the provisions of EMMA in making such filings and giving such notices under this Disclosure Agreement.

Section 9. Termination of Reporting Obligation. The obligations of MERF, the Borrower and the Dissemination Agent under this Disclosure Agreement shall terminate upon the legal defeasance, prior redemption, prepayment or payment in full of all of Bonds. If such termination occurs prior to the final maturity of Bonds, MERF shall give notice of such termination in the same manner as for a Listed Event under Section 5(d) hereof.

Section 10. Annual Conference Calls. MERF shall schedule annual conference calls (following the end of the 2024-25 Fiscal Year) for Beneficial Owners to be held during normal business hours (for both prevailing Eastern Time and prevailing Pacific Time), and shall provide the Dissemination Agent and the Participating Underwriter with a notice of date and time for such call and contact telephone information.

Section 11. Failure to File. If MERF does not provide to the Dissemination Agent a copy of an Annual Report or a Quarterly Report by the applicable dates required in Section 3(a) or Section 6(a) above, the Dissemination Agent in a timely manner shall send a notice to the Borrower, MERF and the Participating Underwriter in substantially the form attached as Exhibit B. If the Borrower or MERF files any report directly with MSRB, the Borrower or MERF shall promptly provide the Dissemination Agent with a confirmation or documentation reasonably required by the Dissemination Agent confirming that the filing of such report was made in a timely manner on or before the date required herein (or if not as of such date, specifying the date of filing) and that such filing contained the information required by this Disclosure Agreement.

Section 12. Dissemination Agent. MERF may, from time to time, appoint or engage a Dissemination Agent to assist it in carrying out its obligations under this Disclosure Agreement, and may discharge any such Dissemination Agent, with or without appointing a successor Dissemination Agent. The Dissemination Agent shall not be responsible in any manner for the content of any notice or report prepared by MERF pursuant to this Disclosure Agreement. If at any time there is not any other designated Dissemination Agent, MERF shall be the Dissemination Agent. The initial Dissemination Agent shall be KNN Public Finance, LLC. Any person succeeding to all or substantially all of the Dissemination Agent's business shall be the successor to the Dissemination Agent hereunder without the execution or filing of any paper or any further act. The Dissemination Agent may resign its duties under this Disclosure Agreement upon 60 days prior written notice to MERF.

Section 13. Amendment; Waiver. Notwithstanding any other provision of this Disclosure Agreement, MERF, the Borrower and the Dissemination Agent may amend this Disclosure Agreement, and any provision of this Disclosure Agreement may be waived, provided that the following conditions are satisfied:

(a) If the amendment or waiver relates to the provisions of Sections 3(a), 4, or 5(a), it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature or status of an obligated person with respect to Bonds, or the type of business conducted;

(b) The undertaking, as amended or taking into account such waiver, would, in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the

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original execution and delivery of Bonds, after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances; and

(c) The proposed amendment or waiver either (i) is approved by the Holders of Bonds in the same manner as provided in the Bond Indenture for amendments to the Bond Indenture with the consent of Holders, or (ii) does not, in the opinion of nationally recognized bond counsel or another party unaffiliated with MERF, materially impair the interests of the Holders or Beneficial Owners of Bonds.

In the event of any amendment or waiver of a provision of this Disclosure Agreement, MERF shall describe such amendment in the next Annual Report, and shall include, as applicable, a narrative explanation of the reason for the amendment or waiver and its impact on the type (or, in the case of a change of accounting principles, on the presentation) of financial information or operating data being presented by MERF. In addition, if the amendment relates to the accounting principles to be followed in preparing financial statements, notice of such change shall be given in the same manner as for a Listed Event under Section 5(d).

Section 14. Additional Information. Nothing in this Disclosure Agreement shall be deemed to prevent MERF from disseminating any other information, using the means of dissemination set forth in this Disclosure Agreement or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Listed Event, in addition to that which is required by this Disclosure Agreement. If MERF chooses to include any information in any Annual Report or notice of occurrence of a Listed Event in addition to that which is specifically required by this Disclosure Agreement, MERF shall have no obligation under this Disclosure Agreement to update such information or include it in any future Annual Report or notice of occurrence of a Listed Event.

Section 15. Default. In the event of a failure of MERF, the Borrower or the Dissemination Agent to comply with any provision of this Disclosure Agreement, the Dissemination Agent (at the written direction of the Holders of not less than 25% in aggregate principal amount of Bonds then outstanding and upon being indemnified to its satisfaction therefor, shall, or the Participating Underwriter or any Holder of Bonds may, take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause MERF or the Dissemination Agent, as the case may be, to comply with its obligations under this Disclosure Agreement. A default under this Disclosure Agreement shall not be deemed an event of default under Bonds, the Bond Indenture, or the Loan Agreement, and the sole remedy under this Disclosure Agreement in the event of any failure of MERF or the Dissemination Agent to comply with this Disclosure Agreement shall be an action to compel performance. The Dissemination Agent shall not be required to take any action whatsoever to cause MERF to comply with its obligations under this Dissemination Agreement other than those specifically set forth in Section 3 hereof.

Section 16. Duties, Immunities and Liabilities of Trustee and Dissemination Agent. The Dissemination Agent shall have only such duties as are specifically set forth in this Disclosure Agreement, and no implied covenants or obligations of the Dissemination Agent shall arise in this Disclosure Agreement. MERF and the Borrower agree jointly and severally to indemnify and save the Dissemination Agent, its officers, directors, employees and agents, harmless against any loss, fees, expenses and liabilities which it may incur arising out of the disclosure of information pursuant to this Disclosure Agreement or arising out of or in the exercise or performance of their powers and duties hereunder, including the costs and expenses (including attorneys' fees) of defending against any claim of liability, but excluding liabilities due to the Dissemination Agent's negligence or willful misconduct, as the case may be. The obligations of MERF under this Section shall survive resignation or removal of the Dissemination Agent, termination of this Disclosure Agreement and payment of Bonds. The Dissemination Agent shall have no liability for MERF's failure to report any event or any financial information or operating data as to which MERF has not provided an information report in format suitable for filing with the MSRB. The Dissemination Agent shall have no duty or obligation to review any information provided to it hereunder and shall not be deemed to be acting in a fiduciary capacity. The obligations of MERF under this Section shall survive resignation of the Dissemination Agent or the termination of this Dissemination Agreement. In the absence of bad faith on its part, the Dissemination Agent

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may conclusively rely, as to the truth of the statements and the correctness of the opinions expressed therein, upon certificates or opinions furnished to the Dissemination Agent by the Disclosure Representative and conforming to the requirements of this Disclosure Agreement. In the case of any Annual Reports or description of any Listed Events, or any opinions which by any provision hereof are specifically required to be furnished to the Dissemination Agent, the Dissemination Agent shall be under a duty to examine the same to determine whether or not they conform to the requirements of this Disclosure Agreement, but shall be under no duty to verify independently or investigate the accuracy or completeness of any information contained therein or the correctness of any opinion furnished hereunder. No provision of this Disclosure Agreement shall require the Dissemination Agent to expend or risk its own funds or otherwise incur any financial liability in the performance of any of its duties hereunder, or in the exercise of any of its rights or powers. The Dissemination Agent may rely and shall be protected in acting or refraining from acting upon any resolution, certificate, statement, instrument, opinion, report, notice, request, direction, consent, order, or other paper or document believed by it to be genuine and to have been signed or presented by the Disclosure Representative. The Dissemination Agent may consult with counsel of its choice and the written advice of such counsel or any opinion of counsel shall be full and complete authorization and protection in respect of any action taken, suffered or omitted by it hereunder in good faith and in reliance thereon, it being understood that for purposes of this provision, that such counsel may be counsel to MERF. MERF shall not be liable for the fees and expenses of any such counsel consulted by the Dissemination Agent without the prior consent of MERF. The Dissemination Agent shall not be bound to make any investigation into the facts or matters stated in and Annual Report or description of a Listed Event. To the extent not otherwise provided in this Disclosure Agreement, the Dissemination Agent shall be entitled to discharge its obligation hereunder in like manner as specified in the Bond Indenture for the discharge of the obligations of the Trustee thereunder.

Section 17. Notices. Any notices or communications to or among any of the parties to this Disclosure Agreement may be given as follows:

To MERF or the Borrower:
Magnolia Educational & Research Foundation
Attn:
250 East 1st Street
Los Angeles, California 90012

To Dissemination Agent:
KNN Public Finance, LLC

e-mail: tfrydendall@knninc.com

A copy of each notice shall be sent to the Participating Underwriter as follows:

Stifel, Nicolaus & Company, Incorporated
Attn: John Kim
2121 Avenue of the Stars, Suite 2150
Los Angeles, CA 90067

A copy of each notice under Section 5 hereof shall be sent to the Authority as follows:

California School Finance Authority
State Treasurer's Office
304 S. Broadway, Suite 8500
Los Angeles, California 90013

Any person may, by written notice to the other persons listed above, designate a different address or telephone number(s) to which subsequent notices or communications should be sent.

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Section 18. Beneficiaries. This Disclosure Agreement shall inure solely to the benefit of MERF, the Dissemination Agent, the Participating Underwriter, the Trustee and Holders and Beneficial Owners from time to time of Bonds, and shall create no rights in any other person or entity, except that the Authority is a third-party beneficiary for purpose of notice of Listed Events under section 5(e).

Section 19. Fees and Expenses. Except to the extent limited by Section 15 hereof, the Dissemination Agent shall be entitled to payment and reimbursement from MERF for its services rendered hereunder and all rightful advances and other expenses reasonably made or incurred by the Dissemination Agent.

Section 20. Counterparts. This Disclosure Agreement may be executed in several counterparts, each of which shall be an original and all of which shall constitute one instrument.

Section 21. Choice of Law. This Disclosure Agreement shall be governed by and construed in accordance with the laws of the State of California, provided that to the extent this Disclosure Agreement addresses matters of federal securities laws, including the Rule, this Disclosure Agreement shall be construed in accordance with such federal securities laws and official interpretations thereof.

Section 22. Severability. If any portion of this Disclosure Agreement shall be held invalid or inoperative, then, so far as is reasonable and possible (i) the remainder of this Disclosure Agreement shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion held invalid or inoperative.

Section 23. Other Instruments. MERF and the Dissemination Agent covenant and agree that they will execute such other and further instruments and documents as are or may become necessary or convenient to effectuate and carry out this Disclosure Agreement.

Section 24. Captions, Titles, and Headings. The captions, titles, and headings used in this Disclosure Agreement are for convenience only and shall not be construed in interpreting this Disclosure Agreement.

Section 25. Entire Agreement. This Disclosure Agreement contains the entire understanding among the parties and supersedes any prior understandings or written or oral agreements between them respecting the subject matter of this Disclosure Agreement.

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IN WITNESS WHEREOF, the undersigned have duly authorized, executed and delivered this Continuing Disclosure Agreement as of the date first written above.

KNN PUBLIC FINANCE, LLC, as Dissemination Agent

By: _____
Its: Authorized Officer

MAGNOLIA PROPERTIES MANAGEMENT, INC., a California nonprofit public benefit corporation

By: _____
Its: Authorized Officer

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION, a California nonprofit public benefit corporation

By: _____
Its: Authorized Officer

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EXHIBIT A

FORM OF CERTIFICATE FOR ANNUAL FILING OF CERTAIN FINANCIAL AND OPERATING COVENANTS

Name of Issuer:	California School Finance Authority
Name of Bond Issue:	California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026A and Series 2026B (Taxable)
Dissemination Agent:	KNN Public Finance, LLC
Name of Borrower:	Magnolia Properties Management, Inc.
Date of Issuance:	March __, 2026

The undersigned authorized representative of Magnolia Educational & Research Foundation ("MERF"), is providing to the Dissemination Agent the following operational information as required under Section 4 of the Continuing Disclosure Agreement, dated as of March 1, 2026 (the "Disclosure Agreement"), between the Dissemination Agent, the Borrower and MERF. The Disclosure Agreement requires that this information be provided to the Dissemination Agent within six months of the end of each fiscal year. Defined terms used in this certificate and not defined herein shall have the meaning granted to such terms in the Disclosure Agreement or, if not defined therein, in the Master Trust Indenture. The information contained below is unaudited.

1. The undersigned is familiar with the provisions of the Leases and the School Loan Agreement, and based on such review and familiarity, MERF has fulfilled all of its obligations thereunder throughout Fiscal Year preceding the date hereof, and there have been no Defaults or Events of Default under any Lease or School Loan Agreement (or, if there has been a Default or Event of Default in the fulfillment of any such obligation in such Fiscal Year, attached hereto as Appendix I is additional information specifying each such Default or Event of Default known to the undersigned and the nature and status thereof and the actions taken or being taken to correct such Default or Event of Default).

2. All insurance required by the Leases and the School Loan Agreement is in full force and effect as of the date hereof.

3. Obligated Group – Financial Covenants As of June 30, 20__:

   (a) The Debt Service Coverage Ratio pursuant to Section 3.__ of the Master Indenture for the Fiscal Year ended June 30, 20__ was ___x.

4. Obligated Group Schools – Financial Covenants As of June 30, 20__:

   (a) The Days Cash on Hand of MERF as of June 30, 20__ was ___ days, which [does/does not] comply with the liquidity covenant in the Leases and School Loan Agreement.

   (b) The Consolidated Base Rent Coverage Ratio of MERF for the Fiscal Year ended June 30, 20__ was ___ days, which [does/does not] comply with the liquidity covenant in the Leases and School Loan Agreement.

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5. The following information with respect to each Magnolia School:

(a) Total Enrollment (Actual for Prior + Projected for Two Following Years)

(b) Retention (Prior Year)

(c) Teacher Retention Rate (Prior Year)

(d) The State's Smarter Balanced Assessment scores (Prior Year), indicating for English language arts and literacy ("ELA/L") and mathematics ("Math") the aggregate percentages of students meeting or exceeding the State's standards

	Grades Served	SBAC – ELA[1]	SBAC – Math[1]
MAGNOLIA SCHOOLS[2]			
COMPARATIVE LOCAL SCHOOLS[3]			

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LOCAL AND STATE			
Los Angeles Unified School District			
San Diego Unified School District			
Santa Ana Unified School District			
State of California			

(1) Represents the aggregate percentages of test-taking students that met or exceeded the SBAC standard.
(2) Any additional schools managed by MERF shall be added.
(3) Comparative public district and charter schools nearby.

(e) Wait List Data by School for 20___- 20___

	Applications Received	Open Seats	Wait List

(f) Average daily attendance and % of EL/LI student enrollment (prior year)

	ADA	Attendance Rate	% of EL/LI Enrollment

(g) California School Dashboard and Change Report and Local Indicators (prior year)

(h) Student demographics (prior year)

	Total Students	Percentage FRPM	English Learner %	% Latino	% African American	% White

(i) Employment and staffing (prior year)

School Year	Teachers	School Support Staff	School Leaders	Student to Teacher Ratio

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This certificate is being provided by MERF to the Dissemination Agent on a date which is [within][outside] of six months from the end of its prior fiscal year.

Dated: _____

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION

_____

By: _____

Its: _____

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EXHIBIT B

NOTICE TO REPOSITORIES OF FAILURE TO FILE ANNUAL OR QUARTERLY REPORT

Name of Issuer:	California School Finance Authority
Name of Bond Issue:	California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026A and Series 2026B (Taxable)
Dissemination Agent:	KNN Public Finance, LLC
Name of Borrower:	Magnolia Properties Management, Inc.
Date of Issuance:	March __, 2026

NOTICE IS HEREBY GIVEN that the Borrower has not provided an [Annual Report][Quarterly Report] with respect to the above-named Bonds as required by the Continuing Disclosure Agreement, dated as of March 1, 2026, between the undersigned Dissemination Agent, the Borrower and Magnolia Educational & Research Foundation The Borrower anticipates that the [Annual Report] [Quarterly Report] will be filed by _____.

Dated: _____

KNN PUBLIC FINANCE, LLC
as Dissemination Agent

By_____
Authorized Signatory

cc: Stifel, Nicolaus & Company, Incorporated

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APPENDIX G

BOOK-ENTRY SYSTEM

The Depository Trust Company ("DTC"), will act as securities depository for the Bonds. The Bonds will be issued as fully-registered securities registered in the name of Cede & Co. (DTC's partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully registered Bond certificate will be issued for each maturity of each Series of Bonds, each in the aggregate principal amount of that maturity of Bonds, and will be deposited with DTC. If, however, the aggregate principal amount of any series and maturity exceeds $500 million, one certificate will be issued with respect to each $500 million of principal amount, and an additional certificate will be issued with respect to any remaining principal amount of such series and maturity.

DTC, the world's largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a "banking organization" within the meaning of the New York Banking Law, a member of the Federal Reserve System, a "clearing corporation" within the meaning of the New York Uniform Commercial Code, and a "clearing agency" registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.6 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC's participants ("Direct Participants") deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants' accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is a wholly-owned subsidiary of The Depository Trust & Clearing Corporation ("DTCC"). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly ("Indirect Participants"). DTC has a Standard & Poor's rating of AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at www.dtcc.com.

Purchases of Bonds under the DTC system must be made by or through Direct Participants, which will receive a credit for the Bonds on DTC's records. The ownership interest of each actual purchaser of each Bond ("Beneficial Owner") is in turn to be recorded on the Direct and Indirect Participants' records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Bonds are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive certificates representing their ownership interests in Bonds, except in the event that use of the book-entry system for the Bonds is discontinued.

To facilitate subsequent transfers, all Bonds deposited by Direct Participants with DTC are registered in the name of DTC's partnership nominee, Cede & Co., or such other name as may be requested by an authorized representative of DTC. The deposit of Bonds with DTC and their registration in the name of Cede & Co. or such other DTC nominee do not affect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Bonds; DTC's records reflect only the identity of the Direct Participants to whose accounts such Bonds are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

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Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. Beneficial Owners of Bonds may wish to take certain steps to augment the transmission to them of notices of significant events with respect to the Bonds, such as redemptions, defaults, and proposed amendments to the Bond documents. For example, Beneficial Owners of Bonds may wish to ascertain that the nominee holding the Bonds for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of notices be provided directly to them.

Redemption notices shall be sent to DTC. If less than all of the Bonds within an issue are being redeemed, DTC's practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.

Neither DTC nor Cede & Co. (nor any other DTC nominee) will consent or vote with respect to Bonds unless authorized by a Direct Participant in accordance with DTC's MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to the Authority as soon as possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts Bonds are credited on the record date (identified in a listing attached to the Omnibus Proxy).

Redemption proceeds, distributions, and dividend payments on the Bonds will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts upon DTC's receipt of funds and corresponding detail information from the Authority or the Trustee, on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC, the Trustee, or the Authority, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds, distributions, and dividend payments to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of the Authority or the Trustee, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

DTC may discontinue providing its services as depository with respect to the Bonds at any time by giving reasonable notice to the Authority or the Trustee. Under such circumstances, in the event that a successor depository is not obtained, Bond certificates are required to be printed and delivered.

The Authority may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Bond certificates will be printed and delivered to DTC.

The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that the Borrower believes to be reliable, but neither the Authority nor the Borrower take responsibility for the accuracy thereof.

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APPENDIX H

FORM OF OPINION OF BOND COUNSEL

Upon the delivery of the Bonds, Orrick, Herrington & Sutcliffe LLP, Bond Counsel to the Authority, proposes to deliver its final approving opinion with respect to the Bonds in substantially the following form:

[Date of Delivery]

California School Finance Authority
Sacramento, California

California School Finance Authority Charter School Revenue Bonds
(Magnolia Public Schools – Obligated Group), Series 2026A

and

California School Finance Authority Charter School Revenue Bonds
(Magnolia Public Schools – Obligated Group), Series 2026B (Taxable)

(Final Opinion)

Ladies and Gentlemen:

We have acted as bond counsel to the California School Finance Authority (the "Authority") in connection with the issuance of $_____ aggregate principal amount of California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026A (the "Series 2026A Bonds") and $_____ aggregate principal amount of California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026B (Taxable) (the "Series 2026B Bonds" and, together with the Series 2026A Bonds, the "Bonds"), issued pursuant to an indenture, dated as of March 1, 2026 (the "Indenture"), between the Authority and UMB Bank, National Association, as trustee (the "Trustee"). The Indenture provides that the Bonds are issued for the stated purpose of making a loan of the proceeds thereof to Magnolia Properties Management, Inc. (the "Borrower"), a California nonprofit public benefit corporation, pursuant to a loan agreement, dated as of March 1, 2026 (the "Loan Agreement"), between the Authority and the Borrower. Capitalized terms not otherwise defined herein shall have the meanings ascribed thereto in the Indenture.

In such connection, we have reviewed the Indenture, the Loan Agreement, the Master Indenture of Trust, the Supplemental MTI for Obligation No. 2, the Intercept Notice, the Lease, the Tax Certificate, opinions of counsel to the Authority, the Trustee, the Borrower and Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation (the "Lessee"), certificates of the Authority, the Trustee, the Borrower, the Lessee and others, and such other documents, opinions and matters to the extent we deemed necessary to render the opinions set forth herein.

We have assumed the correctness of the opinion of Musick, Peeler & Garrett LLP, Los Angeles, California, counsel to the Borrower and the Lessee, regarding, among other matters, the current qualification of the Borrower and the Lessee as organizations described in Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"), the use of the facilities financed or refinanced with the proceeds of the Series 2026A Bonds in activities that are not considered unrelated trade or business activities of the Borrower and the Lessee within

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the meaning of Section 513 of the Code, and the status of the Lessee as a charter school organized under the Charter School Law. We note that such opinion is subject to a number of qualifications and limitations. Failure of the Borrower or the Lessee to be organized and operated in accordance with the Internal Revenue Service's requirements for the maintenance of its respective status as an organization described in Section 501(c)(3) of the Code, or use of the bond-financed or refinanced facilities in activities that are considered unrelated trade or business activities of the Borrower and the Lessee within the meaning of Section 513 of the Code, may result in interest on the Series 2026A Bonds being included in gross income for federal income tax purposes, possibly from the date of issuance of the Series 2026A Bonds.

The opinions expressed herein are based on an analysis of existing laws, regulations, rulings and court decisions and cover certain matters not directly addressed by such authorities. Such opinions may be affected by actions taken or omitted or events occurring after the original delivery of the Bonds on the date hereof. We have not undertaken to determine, or to inform any person, whether any such actions are taken or omitted or events do occur or any other matters come to our attention after the original delivery of the Bonds on the date hereof. Accordingly, this letter speaks only as of its date and is not intended to, and may not, be relied upon or otherwise used in connection with any such actions, events or matters. Our engagement with respect to the Bonds has concluded with their issuance, and we disclaim any obligation to update this letter. We have assumed the genuineness of all documents and signatures provided to us and the due and legal execution and delivery of each such document by each party thereto other than the Authority and that each such document constitutes a valid and binding agreement of such party. We have assumed, without undertaking to verify, the accuracy of the factual matters represented, warranted or certified in the documents, and of the legal conclusions contained in the opinions, referred to in the second and third paragraphs hereof. Furthermore, we have assumed compliance with all covenants and agreements contained in the Indenture, the Loan Agreement, the Master Indenture of Trust, the Supplemental MTI for Obligation No. 2, the Lease, the Intercept Notice and the Tax Certificate, including (without limitation) covenants and agreements compliance with which is necessary to assure that future actions, omissions or events will not cause interest on the Series 2026A Bonds to be included in gross income for federal income tax purposes. We call attention to the fact that the rights and obligations under the Bonds, the Indenture, the Master Indenture of Trust, the Supplemental MTI for Obligation No. 2, the Loan Agreement, the Lease, the Intercept Notice and the Tax Certificate, and their enforceability, may be subject to bankruptcy, insolvency, receivership, reorganization, arrangement, fraudulent conveyance, moratorium and other laws relating to or affecting creditors' rights, to the application of equitable principles, to the exercise of judicial discretion in appropriate cases, and to the limitations on legal remedies against governmental entities such as the Authority in the State of California. We express no opinion with respect to any indemnification, contribution, liquidated damages, penalty (including any remedy deemed to constitute a penalty), right of set-off, arbitration, judicial reference, choice of law, choice of forum, choice of venue, non-exclusivity of remedies, waiver or severability provisions contained in the foregoing documents, nor do we express any opinion with respect to the state or quality of title to or interest in any of the real or personal property described in or as subject to the lien of the Indenture, the Loan Agreement, the Master Indenture of Trust, the Supplemental MTI for Obligation No. 2, or the Lease, or the accuracy or sufficiency of the description contained therein of, or the remedies available to enforce liens on, any such property. Our services did not include financial or other non-legal advice. Finally, we undertake no responsibility for the accuracy, completeness or fairness of the Limited Offering Memorandum, dated _____, 2025, relating to the Bonds, or other offering material relating to the Bonds and express no view with respect thereto.

Based on and subject to the foregoing, and in reliance thereon, as of the date hereof, we are of the following opinions:

1. The Bonds constitute the valid and binding limited obligations of the Authority.

2. The Indenture has been duly executed and delivered by, and constitutes the valid and binding agreement of, the Authority. The Indenture creates a valid pledge, to secure the payment of the principal of and interest on the Bonds, of the Payments (except Payments pursuant to the Intercept Notice) and any other amounts (excluding proceeds of the sale of the Bonds) held by the Trustee in any fund or account established

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pursuant to the Indenture (other than the Rebate Fund), subject to the provisions of the Indenture permitting the application thereof for the purposes and on the terms and conditions set forth in the Indenture. The Bonds are further secured by apportionments from the State Controller, pursuant to Section 17199.4 of the Education Code and the Intercept Notice, of amounts specified in the Intercept Notice and paid directly to the Trustee.

3. The Loan Agreement has been duly executed and delivered by, and constitutes a valid and binding agreement of, the Authority.

4. Interest on the Series 2026A Bonds is excluded from gross income for federal income tax purposes under Section 103 of the Code. Interest on the Series 2026A Bonds is not a specific preference item for purposes of the federal individual alternative minimum tax. We observe that interest on the Series 2026A Bonds included in adjusted financial statement income of certain corporations is not excluded from the federal corporate alternative minimum tax. We observe that interest on the Series 2026B Bonds is not excluded from gross income under Section 103 of the Code. Interest on the Bonds is exempt from State of California personal income taxes. We express no opinion regarding other tax consequences related to the ownership or disposition of, or the amount, accrual or receipt of interest on, the Bonds.

Faithfully yours,

ORRICK, HERRINGTON & SUTCLIFFE LLP

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APPENDIX I

FORM OF MSA-SD GROUND USE LICENSE

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OH&S Draft: 02/05/2026

SUPPLEMENTAL MASTER INDENTURE FOR OBLIGATION NO. 2

MAGNOLIA PROPERTIES MANAGEMENT, INC.,
as Obligated Group Representative

and

UMB BANK, NATIONAL ASSOCIATION,
as Master Trustee

Dated as of [March] 1, 2026

Supplementing the Master Indenture of Trust
Dated as of April 1, 2025

4140-6813-8074.4

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SUPPLEMENTAL MASTER INDENTURE FOR OBLIGATION NO. 2

THIS SUPPLEMENTAL MASTER INDENTURE FOR OBLIGATION NO. 2, dated as of [March] 1, 2026 ("Supplement No. 2"), between MAGNOLIA PROPERTIES MANAGEMENT, INC., a California nonprofit public benefit corporation (the "Borrower"), as Obligated Group Representative pursuant to the Master Indenture of Trust, dated as of April 1, 2025 (as amended and supplemented, the "Master Indenture"), among the Borrower, the Initial Members (as defined therein) and UMB BANK, NATIONAL ASSOCIATION, a national banking association organized and existing under the laws of the United States of America, as master trustee (the "Master Trustee"), and the Master Trustee;

W I T N E S S E T H

WHEREAS, the Borrower and the Master Trustee have entered into the Master Indenture which provides for the issuance by the Obligated Group Representative of Obligations thereunder upon the Obligated Group Representative and the Master Trustee entering into an indenture supplemental to the Master Indenture;

WHEREAS, the Borrower has been appointed the Obligated Group Representative under the Master Indenture and has all requisite corporate power and is authorized under the terms of the Master Indenture to issue Obligations, which constitute the joint and several Obligations of the Members;

WHEREAS, the Borrower, as Obligated Group Representative, desires to issue an Obligation hereunder to secure the obligations arising under and pursuant to a loan agreement, dated as of [March] 1, 2026, between the California School Finance Authority and the Borrower; and

WHEREAS, all acts and things necessary to constitute this Supplement No. 2 a valid supplemental indenture and agreement according to its terms have been done and performed, and the Borrower, as Obligated Group Representative, has duly authorized the execution and delivery hereof and of the Obligation issued hereby;

NOW, THEREFORE, in consideration of the premises, of the acceptance by the Master Trustee of the trusts hereby created, and of the giving of consideration for and acceptance of the Obligation issued hereunder by the Holder thereof, the Borrower, as Obligated Group Representative, covenants and agrees with the Master Trustee for the benefit of the Holder from time to time of the Obligation issued hereby, as follows:

Definitions. Unless otherwise required by the context, all terms used herein which are defined in the Master Indenture shall have the meanings assigned to them therein, except as set forth below:

"Authority" means the California School Finance Authority and its successors or assigns.

"Obligation No. 2" means the Obligation issued pursuant hereto.

"Series 2026 Bond Indenture" means that certain bond indenture, dated as of [March] 1, 2026, between the Authority and the Series 2026 Bond Trustee, as originally executed and as it may from time to time be supplemented, modified or amended in accordance with the terms thereof.

"Series 2026 Bond Trustee" means UMB Bank, National Association, a national banking association duly organized and existing under the laws of the United States of America, in its capacity as trustee under the Series 2026 Bond Indenture, and any successor to its duties or co-trustee under the Series 2026 Bond Indenture.

"Series 2026 Bonds" means, collectively, the California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026A and California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026B (Taxable).

"Series 2026 Loan Agreement" means that certain loan agreement, dated as of [March] 1, 2026, between the Authority and the Borrower, as originally executed and as it may from time to time be supplemented, modified or amended in accordance with the terms thereof and of the Series 2026 Bond Indenture.

"Series 2026 Loan Repayments" means all of the payments so designated and required to be made by the Borrower pursuant to Section 3.02 of the Series 2026 Loan Agreement.

"Supplement No. 2" means this Supplemental Master Indenture for Obligation No. 2.

Issuance of Obligation No. 2. There is hereby created and authorized to be issued an Obligation in an aggregate principal amount of [_____] dollars ($[Aggregate Par]). This Obligation shall be dated as of [March] 1, 2026, shall be designated "Magnolia Public Schools Obligation No. 2" and shall be payable in such amounts, at such times and in such manner and shall have such other terms and provisions as are set forth in the form of Obligation No. 2 as provided in Section 11 hereof.

The aggregate principal amount of Obligation No. 2 is limited to [_____] dollars ($[Aggregate Par]), except for any Obligation No. 2 authenticated and delivered in lieu of another Obligation No. 2 (as provided in Section 7 hereof), with respect to any Obligation No. 2 mutilated, destroyed, lost or stolen or, subject to the provisions of Section 6 of this Supplement No. 2, upon transfer of registration of Obligation No. 2.

Purpose for Which Obligation No. 2 Is Being Issued. Obligation No. 2 is being issued to evidence the Members' obligation to ensure performance of the obligations of the Borrower arising under the Series 2026 Loan Agreement, including Additional Payments.

Payments on Obligation No. 2; Credits.

(a) Principal of and interest and any applicable redemption premium on Obligation No. 2 are payable in any coin or currency of the United States of America which on

the payment date is legal tender for the payment of public and private debts. Except as provided in subsection (b) of this Section with respect to credits, and Section 5 hereof regarding prepayment, payments on the principal of and premium, if any, and interest on Obligation No. 2 shall be made at the times and in the amounts specified in Obligation No. 2 by the Members (i) depositing the same with or to the account of the Series 2026 Bond Trustee at or prior to the opening of business on the day such payments shall become due or payable (or the next succeeding business day if such date is a Saturday, Sunday or bank holiday in the city in which the principal corporate trust office of the Series 2026 Bond Trustee is located), and (ii) giving notice to the Master Trustee and the Series 2026 Bond Trustee of each payment of principal, interest or premium on Obligation No. 2, specifying the amount paid and identifying such payment as a payment on Obligation No. 2.

(b) The Members shall receive credit for payment on Obligation No. 2, in addition to any credits resulting from payment or prepayment from other sources, as follows:

(i) On installments of interest on Obligation No. 2 in an amount equal to moneys deposited in the Interest Account created under the Series 2026 Bond Indenture which amounts are available to pay interest on the Bonds and to the extent such amounts have not previously been credited against payments on Obligation No. 2;

(ii) On installments of principal of Obligation No. 2 in an amount equal to moneys deposited in the Principal Account created under the Series 2026 Bond Indenture which amounts are available to pay principal of the Bonds and to the extent such amounts have not previously been credited against payments on Obligation No. 2;

(iii) On installments of principal and interest, respectively, on Obligation No. 2 in an amount equal to the principal amount of Bonds for the redemption or payment of which sufficient amounts (as determined by Section 10.03 of the Series 2026 Bond Indenture) in cash or securities are on deposit as provided in Section 10.03 of the Series 2026 Bond Indenture, to the extent such amounts have not previously been credited against such payments on Obligation No. 2, and the interest on such Bonds from and after the date fixed for payment at maturity or redemption thereof. Such credits shall be made against the installments of principal and interest on Obligation No. 2 which would have been used, but for such call for payment or redemption, to pay principal of and interest on such Bonds when due;

(iv) On installments of principal and interest, respectively, on Obligation No. 2 in an amount equal to the principal amount of Bonds acquired by any Member and surrendered to the Series 2026 Bond Trustee for cancellation or purchased by the Series 2026 Bond Trustee and canceled, and the interest on such Bonds from and after the date interest thereon has been paid prior to cancellation. Such credits shall be made against the installments of principal of and interest on Obligation No. 2 which would have been used, but for such cancellation, to pay principal of and interest on such Bonds when due; and

(v) On amounts deposited with the Series 2026 Bond Trustee to satisfy any other payment obligations under the Series 2026 Loan Agreement but not transferred

by the Series 2026 Bond Trustee to the Borrower pursuant to Section 5.02 of the Series 2026 Bond Indenture.

Prepayment of Obligation No. 2.

(a) So long as all amounts which have become due under Obligation No. 2 have been paid or credits for such payments have occurred, the Members shall have the right, at any time and from time to time, to pay in advance and in any order of due dates all or part of the amounts to become due under Obligation No. 2. Prepayments may be made by payments of cash or surrender of the Bonds, as contemplated by subsections 4(b)(iii) and (iv) hereof. All such prepayments (and the additional payment of any amount necessary to pay the applicable premium, if any, payable upon the redemption of the Bonds) shall be deposited and applied in the manner and subject to the terms and conditions set forth in the Series 2026 Bond Indenture. Notwithstanding any such redemption or surrender of the Bonds, as long as any Bonds remain Outstanding (as defined in the Series 2026 Bond Indenture) or any additional payments required to be made hereunder remain unpaid, the Members shall not be relieved of their obligations hereunder.

(b) Prepayments made under subsection (a) of this Section shall be credited against amounts to become due on Obligation No. 2 as provided in Section 4 hereof.

(c) The Members may also prepay all of their indebtedness under Obligation No. 2 by providing for the payment of Bonds in accordance with Article X of the Series 2026 Bond Indenture.

Registration, Number, Negotiability and Transfer of Obligation No. 2.

(a) Except as provided in subsection (b) of this Section, so long as any Bonds remain Outstanding, Obligation No. 2 shall consist of a single Obligation without coupons, registered as to principal and interest in the name of the Series 2026 Bond Trustee, and no transfer of Obligation No. 2 shall be permitted or shall be registered under the Master Indenture except for transfers to a successor Series 2026 Bond Trustee.

(b) Upon the principal of all Obligations then Outstanding being declared immediately due and payable upon and during the continuance of an Event of Default, Obligation No. 2 may be transferred, if and to the extent the Master Trustee requests that the restrictions of subsection (a) of this Section on transfers be terminated.

(c) Obligation No. 2 shall be registered on the register to be maintained by the Master Trustee as registrar for that purpose at the Corporate Trust Office of the Master Trustee and Obligation No. 2 shall be transferable only upon presentation of Obligation No. 2 at said Corporate Trust Office by the Holder or by the Holder's duly authorized attorney. Such transfer shall be without charge to the Holder thereof, but any taxes or other governmental charges required to be paid with respect to the same shall be paid by the Holder requesting such transfer as a condition precedent to the exercise of such privilege. Upon any such transfer, the Obligated Group Representative shall execute and the Master Trustee shall authenticate and deliver in exchange for Obligation No. 2 a new registered Obligation without coupons, registered in the name of the transferee.

(d) Prior to due presentment of Obligation No. 2 for registration of transfer, the Members, the Master Trustee, any paying agent and any registrar with respect to Obligation No. 2 may deem and treat the person in whose name Obligation No. 2 is registered as the absolute owner hereof for all purposes; and neither the Members, any paying agent, the Master Trustee nor any Obligation registrar shall be affected by any notice to the contrary. All payments made to the registered owner hereof shall be valid, and, to the extent of the sum or sums so paid, sufficient to satisfy and discharge the liability for moneys payable on Obligation No. 2.

Mutilation, Destruction, Loss and Theft of Obligation No. 2. If (a) Obligation No. 2 is surrendered to the Master Trustee in a mutilated condition, or the Obligated Group Representative and the Master Trustee receive evidence to their satisfaction of the destruction, loss or theft of Obligation No. 2, and (b) there is delivered to the Obligated Group Representative and the Master Trustee such security or indemnity as may be required by them to hold them harmless, then, in the absence of proof satisfactory to the Obligated Group Representative and the Master Trustee that Obligation No. 2 has been acquired by a bona fide purchaser and upon the Holder paying the reasonable expenses of the Obligated Group Representative and the Master Trustee, the Obligated Group Representative shall cause to be executed and the Master Trustee shall authenticate and deliver, in exchange for such mutilated Obligation No. 2 or in lieu of such destroyed, lost or stolen Obligation No. 2, a new Obligation No. 2 of like principal amount, date and tenor. If any such mutilated, destroyed, lost or stolen Obligation No. 2 has become or is about to become due and payable, Obligation No. 2 may be paid when due instead of delivering a new Obligation No. 2.

Execution and Authentication of Obligation No. 2. Obligation No. 2 shall be executed for and on behalf of the Obligated Group Representative by its Authorized Representative and attested by its secretary, an assistant secretary or another Authorized Representative. The signatures of either or both of such officers may be mechanically or photographically reproduced on Obligation No. 2. If any officer whose signature appears on Obligation No. 2 ceases to be such officer before delivery thereof, such signature shall remain valid and sufficient for all purposes as if such officer had remained in office until such delivery. Obligation No. 2 shall be manually authenticated by an authorized signatory of the Master Trustee, without which authentication Obligation No. 2 shall not be entitled to the benefits hereof.

Partial Prepayment of Obligation No. 2. Upon the selection and call for prepayment and the surrender of Obligation No. 2 for prepayment in part only, the Obligated Group Representative shall cause to be executed and the Master Trustee shall authenticate and deliver to, upon the written order of, the Holder thereof, at the expense of the Members, a new Obligation No. 2 in principal amount equal to the unredeemed portion of Obligation No. 2, which new Obligation No. 2 shall be a fully registered Obligation without coupons.

The Obligated Group Representative may agree with the Holder of Obligation No. 2 that such Holder may, in lieu of surrendering the Obligation for a new fully registered Obligation without coupons, endorse on the Obligation a notice of such partial prepayment, which notice shall set forth, over the signature of such Holder, the payment date, the principal amount redeemed and the principal amount remaining unpaid. Such partial prepayment shall be valid upon payment of the amount thereof to the registered owner of Obligation No. 2 and the

Members and the Master Trustee shall be fully released and discharged from all liability to the extent of such payment irrespective of whether such endorsement shall or shall not have been made upon the reverse of Obligation No. 2 by the Holder thereof and irrespective of any error or omission in such endorsement.

Effect of Prepayment. On the date cash or securities (as and to the extent permitted by the Series 2026 Bond Indenture), or both, are deposited with the Trustee (for a corresponding amount of Bonds with respect to the Bonds to be redeemed on the date fixed for redemption all as provided in the Series 2026 Bond Indenture), Obligation No. 2 shall be deemed paid (in an amount corresponding to the Bonds to be redeemed on the date fixed for redemption) and such corresponding amount of Obligation No. 2 shall be deemed not to be outstanding, as defined in the Master Indenture, and shall no longer be entitled to the benefits of the Master Indenture.

Form of Obligation No. 2. Obligation No. 2 shall be in substantially the form attached hereto as Exhibit A, with such necessary and appropriate omissions, insertions and variations as are permitted or required hereby or by the Master Indenture and are approved by those officers executing such Obligation on behalf of the Borrower and execution thereof by such officers shall constitute conclusive evidence of such approval.

Event of Default. The Borrower and the Master Trustee hereby covenant to exercise any and all remedies available under the School Loan Agreement upon an Event of Default provided that the Master Trustee shall only exercise remedies under the Mortgages described in clause (1) of the definition thereof, set forth in the Master Indenture for the benefit of Obligation No. 2.

Ratification of Master Indenture. As supplemented hereby, the Master Indenture is in all respects ratified and confirmed and the Master Indenture as so supplemented hereby shall be read, taken and construed as one and the same instrument.

Severability. If any provision of this Supplement No. 2 shall be held or deemed to be or shall, in fact, be inoperative or unenforceable as applied in any particular case and any jurisdiction or jurisdictions or in all jurisdictions, or in all cases, because it conflicts with any other provision or provisions hereof or any constitution, statute, rule or public policy, or for any other reason, such circumstances shall not have the effect of rendering the provision in question inoperative or unenforceable in any other case or circumstance, or of rendering any other provision or provisions herein contained invalid, inoperative or unenforceable to any extent whatever.

The invalidity of any one or more phrases, sentences, clauses, sections or subsections contained in this Supplement No. 2 shall not affect the remaining portions of this Supplement No. 2 or any part thereof.

Interpretation.

(a) Unless the context otherwise indicates, words expressed in the singular shall include the plural and vice versa and the use of the neuter, masculine, or feminine gender is

for convenience only and shall be deemed to mean and include the neuter, masculine or feminine gender, as appropriate.

(b) Headings of sections herein and the table of contents hereof are solely for convenience of reference, do not constitute a part hereof and shall not affect the meaning, construction or effect hereof.

Miscellaneous.

(a) No covenant or agreement contained in Obligation No. 2 or the Master Indenture shall be deemed to be a covenant or agreement of any officer, agent or employee of any Member or of the Master Trustee in an individual capacity, and no incorporator, member, officer or member of the governing board of any Member shall be liable personally on Obligation No. 2 or be subject to any personal liability or accountability by reason of the issuance of Obligation No. 2.

(b) The Master Trustee hereby acknowledges and agrees that the School Loan Agreement provides for payment directly to the Bond Trustee for deposit in the Gross Revenue Fund established in Section 3.14 of the Master Indenture, if required, and that only upon transfer of such funds by the Master Trustee to the Series 2026 Bond Trustee for deposit in the Revenue Fund established in the Series 2026 Bond Indenture shall such deposits constitute credits for purposes of Section 4 hereof.

(c) The Master Trustee hereby further acknowledges that the Members may approve amendments to the School Loan Agreement subject to the limitations of Section 3.06 of the Master Indenture.

(d) The Borrower shall file with the Master Trustee, no later than July 1 of each year, commencing July 1, 2031, a Certificate stating that the Borrower has complied with Section 3.03 of the Master Indenture. The Master Trustee is entitled to rely on such Certificate as to the Borrower's compliance with said Section 3.03, and the Master Trustee shall have no further duty to confirm the accuracy thereof.

(e) MPM Santa Ana LLC shall not be required to execute a Mortgage relating to the Facility to secure its respective obligations under the Master Indenture.

Counterparts. This Supplement No. 2 may be executed in several counterparts, each of which shall be an original and all of which shall constitute one instrument.

Transaction by Electronic Means. Each of the parties hereto agrees that the transaction consisting of this agreement may be conducted by electronic means. Each party agrees, and acknowledges that it is such party's intent, that if such party signs this agreement using an electronic signature, it is signing, adopting, and accepting this agreement and that signing this agreement using an electronic signature is the legal equivalent of having placed its handwritten signature on this agreement on paper. Each party acknowledges that it is being provided with an electronic or paper copy of this agreement in a usable format.

Governing Law. This Supplement No. 2 shall be construed in accordance with and governed by the laws of the State of California.

IN WITNESS WHEREOF, the Borrower, as Obligated Group Representative, has caused these presents to be signed in its name and on its behalf by an Authorized Representative and, to evidence its acceptance of the trusts hereby created, the Master Trustee has caused these presents to be signed in its name and on its behalf by a Responsible Officer, all as of the day and year first above written.

MAGNOLIA PROPERTIES MANAGEMENT, INC.,
a California nonprofit public benefit corporation

By: _____
Alfredo Rubalcava
Chief Executive Officer

[Signature page of Supplemental Master Indenture]

Powered by BoardOnTrack

UMB BANK, NATIONAL ASSOCIATION,
as Master Trustee

By: _____
Responsible Officer

4140-6813-8074.4

[Signature page of Supplemental Master Indenture]

Powered by BoardOnTrack

A.

EXHIBIT A

FORM OF OBLIGATION NO. 2

MAGNOLIA PROPERTIES MANAGEMENT, INC.,
as Obligated Group Representative

Obligation No. 2

$[Aggregate Par]

KNOW ALL BY THESE PRESENTS that MAGNOLIA PROPERTIES MANAGEMENT, INC. (the "Borrower"), a nonprofit corporation organized and existing under the laws of the State of California, as Obligated Group Representative under the Master Indenture (as defined below), for value received hereby acknowledges itself and each Member of the Obligated Group (as such terms are defined in the Master Indenture) obligated to, and promises to pay to UMB Bank, National Association, as trustee (the "Series 2026 Bond Trustee") under the Series 2026 Bond Indenture dated as of [March] 1, 2026 (the "Series 2026 Bond Indenture"), between the Series 2026 Bond Trustee and the California School Finance Authority (the "Authority"), and any successor trustee under the Series 2026 Bond Indenture, or registered assigns, the principal sum of [_____] dollars ($[Aggregate Par]), and to pay interest on the unpaid balance of said sum from the date hereof on the dates and in the manner hereinafter described.

This Obligation No. 2 is a single Obligation limited to [_____] dollars ($[Aggregate Par]) in principal amount (except as provided in the Master Indenture), designated as "Magnolia Public Schools Obligation No. 2" ("Obligation No. 2" and, together with all other obligations issued under the Master Indenture hereinafter identified, "Obligations"), issued under and pursuant to the Supplemental Master Indenture for Obligation No. 2, dated as of [March] 1, 2026 (the "Supplemental Indenture"), supplementing the Master Indenture of Trust, dated as of [March] 1, 2026 and as may be further restated, supplemented or amended, between the Borrower, the Initial Members (as defined therein) and UMB Bank, National Association, as trustee (the "Master Trustee"). The Master Indenture of Trust, as supplemented and amended in accordance with its terms, is hereinafter called the "Master Indenture."

Principal hereof, interest hereon and any applicable redemption premium, are payable in any coin or currency of the United States of America which on the payment date is legal tender for the payment of public and private debts semiannually on [June] 25th and [December] 25th in an amount equal to the amount necessary for the Series 2026 Bond Trustee to make the transfers and deposits required pursuant to Section 5.02 of the Series 2026 Bond Indenture.

The Members shall receive credit for payment on Obligation No. 2, in addition to any credits resulting from payment or prepayment from other sources, as follows: (i) on

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installments of interest of Obligation No. 2 in an amount equal to moneys deposited in the Interest Account created under the Series 2026 Bond Indenture which amounts are available to pay interest on the Bonds and to the extent such amounts have not previously been credited against payments on Obligation No. 2; (ii) on installments of principal of Obligation No. 2 in an amount equal to moneys deposited in the Principal Account created under the Series 2026 Bond Indenture which amounts are available to pay principal on the Bonds and to the extent such amounts have not previously been credited against payments on Obligation No. 2; (iii) on installments of principal and interest, respectively, on Obligation No. 2 in an amount equal to the principal amount of Bonds for the redemption or payment of which sufficient amounts (as determined by Section 10.03 of the Series 2026 Bond Indenture) in cash or securities are on deposit as provided in Section 10.03 of the Series 2026 Bond Indenture, to the extent such amounts have not previously been credited against such payments on Obligation No. 2, and the interest on such Bonds from and after the date fixed for payment at maturity or redemption thereof. Such credits shall be made against the installments of principal and interest on Obligation No. 2 which would have been used, but for such call for payment or redemption, to pay principal of and interest on such Bonds when due; (iv) on installments of principal and interest, respectively, on Obligation No. 2 in an amount equal to the principal amount of Bonds acquired by any Member and surrendered to the Series 2026 Bond Trustee for cancellation or purchased by the Series 2026 Bond Trustee and canceled, and the interest on such Bonds from and after the date interest thereon has been paid prior to cancellation. Such credits shall be made against the installments of principal of and interest on Obligation No. 2 which would have been used, but for such cancellation, to pay principal of and interest on such Bonds when due; and (v) on amounts deposited with the Series 2026 Bond Trustee to satisfy any other payment obligations under the Series 2026 Loan Agreement.

The Borrower, as Obligated Group Representative, further acknowledges itself and the other Members obligated to, and promises to pay to the Authority, all amounts required to be paid by the Borrower to the Series 2026 Bond Trustee for deposit in the Bond Reserve Account established under the Series 2026 Bond Indenture. The Members shall receive credit for payment pursuant to this paragraph in an amount equal to moneys deposited with the Series 2026 Bond Trustee pursuant to the Series 2026 Bond Indenture.

Upon payment by the Members of a sum, in cash or securities (as specified in Article X of the Series 2026 Bond Indenture), or both, sufficient, together with any other cash and securities permitted by the Series 2026 Bond Indenture to be held by the Trustee and available for such purpose, to cause all outstanding Bonds to be deemed to have been paid within the meaning of Article X of the Series 2026 Bond Indenture and to pay all other amounts referred to in Article X of the Series 2026 Bond Indenture, accrued and to be accrued to the date of discharge of the Series 2026 Bond Indenture, Obligation No. 2 shall be deemed to have been paid and to be no longer outstanding under the Master Indenture.

Copies of the Master Indenture and the Supplemental Indenture are on file at the corporate trust office of the Master Trustee, in St. Louis, Missouri and reference is hereby made to the Master Indenture for the provisions, among others, with respect to the nature and extent of the rights of the holders of Obligations issued under the Master Indenture, the terms and conditions on which, and the purposes for which Obligations are to be issued and the rights,

duties and obligations of the Members and the Master Trustee under the Master Indenture, to all of which the holder hereof, by acceptance of this Obligation No. 2, assents.

The Master Indenture permits the issuance of additional Obligations under the Master Indenture to be secured by the provisions of the Master Indenture, all of which, regardless of the times of issue or maturity, are to be of equal rank without preference, priority or distinction of any Obligations issued under the Master Indenture over any other such Obligations except as expressly provided or permitted in the Master Indenture.

To the extent permitted by and as provided in the Master Indenture, modifications or changes to the Master Indenture, of any indenture supplemental thereto, and of the rights and obligations of the Members and of the holders of Obligations in any particular may be made by the execution and delivery of an indenture or indentures supplemental to the Master Indenture or any supplemental indenture. Certain modifications or changes that would affect the rights of the holder of this Obligation No. 2 may be made only with the consent of the holders of not less than a majority in aggregate principal amount of Obligations then outstanding under the Master Indenture. No modification or change shall be made which will (i) extend the stated maturity of or time for paying interest on any Obligation or reduce the principal amount of or the redemption premium or rate of interest payable on any Obligation without the consent of the holder of such Obligation; (ii) modify, alter, amend, add to or rescind any of the terms or provisions contained in Article IV of the Master Indenture in any manner which would materially and adversely affect the interests of holders of any Obligations in default as to payment to compel the Master Trustee to declare the principal of all Obligations to be due and payable, without the consent of the holders of all Obligations then outstanding; or (iii) reduce the aggregate principal amount of Obligations then outstanding the consent of the holders of which is required to authorize such modifications or changes without the consent of the holders of all Obligations then outstanding. Any such consent by the holder of this Obligation No. 2 shall be conclusive and binding upon such holder and all future holders and owners hereof irrespective of whether or not any notation of such consent is made upon this Obligation No. 2, unless such consent is revoked as provided in the Master Indenture.

Upon the occurrence of certain "Events of Default" (as defined in the Master Indenture), the principal of all Obligations then outstanding may be declared, and thereupon shall become, due and payable as provided in the Master Indenture.

The Holder of this Obligation No. 2 shall have no right to enforce the provisions of the Master Indenture, or to institute any action to enforce the covenants therein, or to take any action with respect to any default under the Master Indenture, or to institute, appear in or defend any suit or other proceeding with respect to any default under the Master Indenture, or to institute, appear in or defend any suit or other proceeding with respect thereto, except as provided in the Master Indenture.

Obligation No. 2 is issuable only as a registered Obligation without coupons.

Unless the principal of all Obligations then outstanding has been declared immediately due and payable, no transfer of this Obligation No. 2 shall be permitted except for transfers to a successor trustee under the Series 2026 Bond Indenture. This Obligation No. 2

shall be registered on the register to be maintained by the Master Trustee as registrar for the Members for that purpose at the principal corporate trust office of the Master Trustee and this Obligation No. 2 shall be transferable only upon presentation of this Obligation No. 2 at said office by the Holder or by the Holder's duly authorized attorney and subject to the limitations, if any, set forth in the Supplemental Indenture. Such transfer shall be without charge to the Holder hereof, but any taxes or other governmental charges required to be paid with respect to the same shall be paid by the holder requesting such transfer as a condition precedent to the exercise of such privilege. Upon any such transfer, the Borrower, as Obligated Group Representative, shall execute and the Master Trustee shall authenticate and deliver in exchange for this Obligation No. 2 a new registered Obligation without coupons, registered in the name of the transferee.

Prior to due presentment hereof for registration of transfer, the Members, the Master Trustee, any paying agent and any registrar with respect to this Obligation No. 2 may deem and treat the Person in whose name this Obligation No. 2 is registered as the absolute owner hereof for all purposes; and neither the Members, any paying agent, the Master Trustee nor any Obligation registrar shall be affected by any notice to the contrary. All payments made to the registered owner hereof shall be valid, and, to the extent of the sum or sums so paid, effectual to satisfy and discharge the liability for moneys payable on this Obligation No. 2.

No covenant or agreement contained in this Obligation No. 2 or the Master Indenture shall be deemed to be a covenant or agreement of any officer, agent or employee of any Member or of the Master Trustee in his individual capacity, and no incorporator, member, officer or member of the Governing Body of any Member shall be liable personally on this Obligation No. 2 or be subject to any personal liability or accountability by reason of the issuance of this Obligation No. 2.

This Obligation No. 2 shall not be entitled to any benefit under the Master Indenture, or be valid or become obligatory for any purpose, until this Obligation No. 2 shall have been manually authenticated by the execution by an authorized officer of the Master Trustee, or its successor as Master Trustee, of the Certificate of Authentication inscribed hereon.

IN WITNESS WHEREOF, the Borrower, as Obligated Group Representative, has caused this Obligation No. 2 to be executed in its name and on its behalf by the signature of an Authorized Representative on [Closing Date].

MAGNOLIA PROPERTIES MANAGEMENT, INC.,
a California nonprofit public benefit corporation, as Obligated Group Representative

By: _____
Name:
Title:

MASTER TRUSTEE'S AUTHENTICATION CERTIFICATE

The undersigned Master Trustee hereby certifies that this Obligation No. 2 is one of the Obligations described in the within-mentioned Master Indenture.

Dated: [Closing Date]

UMB BANK, NATIONAL ASSOCIATION,
as Master Trustee

By
Responsible Officer

OH&S DRAFT: 01/29/2026

INDENTURE

between

CALIFORNIA SCHOOL FINANCE AUTHORITY

and

UMB BANK, NATIONAL ASSOCIATION

Dated as of [March] 1, 2026

Relating to:

CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(MAGNOLIA PUBLIC SCHOOLS – OBLIGATED GROUP)
SERIES 2026A

and

CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(MAGNOLIA PUBLIC SCHOOLS – OBLIGATED GROUP)
SERIES 2026B (TAXABLE)

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THIS INDENTURE, made and entered into as of [March] 1, 2026, by and between the **CALIFORNIA SCHOOL FINANCE AUTHORITY**, a public instrumentality of the State of California (as hereinafter in Section 1.01 further defined, the "Authority"), and **UMB BANK, NATIONAL ASSOCIATION**, a national banking association, being qualified to accept and administer the trusts hereby created (as hereinafter in Section 1.01 further defined, the "Bond Trustee").

W I T N E S S E T H:

WHEREAS, the Authority is a public instrumentality of the State of California, created by the California School Finance Authority Act (constituting Chapter 18 (commencing with Section 17170) of Part 10 of Division 1 of Title 1 of the Education Code of the State of California) (as hereinafter in Section 1.01 further defined, the "Act") and is authorized to issue bonds and loan the proceeds thereof for purposes of financing the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of educational facilities (as defined in the Act) to a participating party (as defined in the Act), including an entity that undertakes the financing or refinancing of a project (as defined in the Act) pursuant to the Act in conjunction with schools ("charter schools") established pursuant to the Charter Schools Act of 1992, as amended (constituting Part 26.8 of Division 4 of Title 2 of the Education Code) (the "Charter School Law");

WHEREAS, Magnolia Properties Management, Inc. (the "Borrower"), a California nonprofit public benefit corporation and an entity described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), has applied for a loan of proceeds of revenue bonds of the Authority to finance and refinance the Project (as defined herein) at the Facility (as defined herein);

WHEREAS, the Project consists of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and/or equipping of the charter school educational facility to be located at 7111 Winnetka Avenue, Winnetka, CA 91305 (the "Facility") for use and occupancy by Magnolia Science Academy 5 (the "School");

WHEREAS, the Borrower will enter into a loan agreement, dated as of March 1, 2026 (the "School Loan Agreement") with Magnolia Educational and Research Foundation, a California nonprofit public benefit corporation ("MERF"), to finance the Project;

WHEREAS, during the term of the School Loan Agreement, the Facility will be used, occupied and operated in conjunction with the School;

WHEREAS, the Authority has entered into a loan agreement with the Borrower (the "Loan Agreement"), of even date herewith, specifying the terms and conditions of a loan by the Authority to the Borrower to finance and/or refinance the Project;

WHEREAS, the Authority has authorized the issuance of its California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026A and its California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026B (Taxable) (collectively, the "Bonds") in the aggregate principal amounts specified in Section 2.01 of this Indenture to fund

the loan to the Borrower under the Loan Agreement to (i) finance and/or refinance the Project, (ii) pay certain expenses incurred in connection with the issuance of the Bonds, [and (iii) fund a debt service reserve fund with respect to the Bonds];

WHEREAS, in order to provide for the authentication and delivery of the Bonds, to establish and declare the terms and conditions upon which the Bonds are to be issued and secured and to secure the payment of the principal thereof, redemption price, if any, and the interest thereon, the Authority has authorized the execution and delivery of this Indenture;

WHEREAS, the Bonds, the certificate of authentication and registration to be executed thereon and the form of assignment to appear thereon are to be in substantially the form set forth in Exhibit A hereto and made a part hereof with necessary or appropriate variations, omissions and insertions, as permitted or required by this Indenture; and

WHEREAS, the Authority has determined that all acts and proceedings required by law necessary to make the Bonds, when executed by the Authority, authenticated and delivered by the Bond Trustee and duly issued, the valid, binding, and legal limited obligations of the Authority, and to constitute this Indenture a valid and binding agreement for the uses and purposes herein set forth in accordance with its terms, have been done and taken, and the execution and delivery of this Indenture have been in all respects duly authorized;

NOW, THEREFORE, THIS INDENTURE WITNESSETH, that in order further to secure the payment of the principal of, redemption price, if any, and interest on, all Bonds at any time issued and Outstanding under this Indenture, according to their tenor, and to secure the performance and observance of all the covenants and conditions therein and herein set forth, and to declare the terms and conditions upon and subject to which the Bonds are to be issued and received, and in consideration of the premises and of the mutual covenants herein contained and of the purchase and acceptance of the Bonds by the Holders thereof, and for other valuable consideration, the receipt whereof is hereby acknowledged, the Authority does hereby covenant and agree with the Bond Trustee, for the equal and proportionate benefit of the Holders from time to time of the Bonds, as follows:

ARTICLE I

DEFINITIONS

Definitions. Unless the context otherwise requires, the terms defined in this Section 1.01 shall, for all purposes of this Indenture and of any indenture supplemental hereto, have the meanings herein specified, to be equally applicable to both the singular and plural forms of any of the terms herein defined.

*"**Accredited Investor**"* means an accredited investor as defined in Regulation D of the Securities Act of 1933.

*"**Act**"* means the California School Finance Authority Act, constituting Chapter 18 (commencing with Section 17170) of Part 10 of Division 1 of Title 1 of the Education Code of the State, as now in effect and as it may from time to time hereafter be amended or supplemented.

*"**Additional Payments**"* shall have the meaning given such term in Section 3.02(d) of the Loan Agreement.

*"**Administrative Fees and Expenses**"* means any application, commitment, financing or similar fee charged, or reimbursement for administrative or other expenses incurred, by the Authority or the Bond Trustee in connection with the Bonds, including Additional Payments.

*"**Authority**"* means the California School Finance Authority, a public instrumentality of the State established by the Act.

*"**Authorized Borrower Representative**"* means the Chief Financial Officer of the Borrower, President of the Borrower, or such other person as may be designated by any of such officials to sign for the Borrower, by written certificate furnished to the Authority and the Bond Trustee, as a person authorized to act on behalf of the Borrower. Such certificate shall contain the specimen signature of such person, shall be signed on behalf of the Borrower by any officer of the Borrower and may designate an alternate or alternates.

*"**Authorized Denominations**"* means $25,000 and any integral multiple of $5,000 in excess thereof, subject to Section 2.03 hereof.

*"**Authorized Signatory**"* means any member of the Authority and any other person as may be designated and authorized to sign on behalf of the Authority pursuant to a resolution adopted thereby.

*"**Beneficial Owner**"* means, (i) when used with reference to the book entry only system, the person who is considered the beneficial owner of the Bonds and, with respect to the Bonds pursuant to the arrangements for book entry determination of ownership applicable to the Depository and, (ii) for purposes of Section 6.08 hereof, any person who (a) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Bonds and, with respect to the Bonds (including persons holding such through nominees, depositories or other intermediaries) or (b) is treated as the owner of any Bonds and, with respect to the Bonds for federal income tax purposes.

*"**Bondholder**"* or *"**Holder**"* means, with respect to any Bond, the person in whose name such Bond is registered.

*"**Bond Purchase Agreement**"* means the Bond Purchase Agreement, dated [Sale Date], by and among the Underwriter, the Authority, the Borrower, the Treasurer of the State, as agent for sale, and approved by MERF.

*"**Bond Reserve Subaccount**"* means the Bond Reserve Subaccount of the Reserve Account established by the Bond Trustee pursuant to Section 5.06 hereof.

*"**Bonds**"* means the Tax-Exempt Bonds and the Taxable Bonds.

*"**Bond Trustee**"* means UMB Bank, National Association, as trustee hereunder, or the successor as Bond Trustee hereunder as provided in Section 8.01 or 8.02 of this Indenture.

"***Book Value***" means, when used in connection with Property of a Person, the value of such Property, net of accumulated depreciation, as it is carried on the books of such Person and in conformity with generally accepted accounting principles.

"***Borrower,***" means Magnolia Properties Management, Inc., a California nonprofit public benefit corporation, and its successors and assigns.

"***Borrower Documents***" means the Supplemental MTI for Obligation No. 2, the Loan Agreement, the Bond Purchase Agreement, the School Loan Agreement, the Tax Certificate, and the Continuing Disclosure Agreement.

"***Borrower Resolution***" means the resolution or other authorizing action adopted by the Borrower authorizing the Loan and execution and delivery of the Borrower Documents.

"***Business Day***" means any day other than a Saturday, a Sunday or a day on which banking institutions or trust companies in St. Louis, Missouri, New York, New York, Los Angeles, California, or the city in which the Principal Corporate Trust Office is located are authorized or obligated by law, regulation or executive order to be closed.

"***Certificate of the Authority,***" "***Consent of the Authority,***" "***Order of the Authority,***" "***Request of the Authority***" or "***Requisition of the Authority***" mean, respectively, a written certificate, consent, order, request or requisition of the Authority signed by or on behalf of the Authority by an Authorized Signatory authorized by the Authority to execute such a document on its behalf.

"***Certificate of the Borrower,***" "***Consent of the Borrower,***" "***Request of the Borrower,***" "***Requisition of the Borrower***" or "***Statement of the Borrower***" mean, respectively, a written certificate, request, requisition or statement of the Borrower executed on its behalf by an Authorized Borrower Representative.

"***Charter School Law***" means the Charter Schools Act of 1992, constituting Part 26.8, commencing with Section 47600 of Division 4 of Title 2 of the Education Code of the State, as now in effect and as it may from time to time hereafter be amended or supplemented.

"***Closing Date***" shall mean [Closing Date], the date of original issuance and delivery of the Bonds.

"***Code***" means the Internal Revenue Code of 1986, or any successor code or law, and any regulations in effect or promulgated thereunder.

"***Continuing Disclosure Agreement***" means the Continuing Disclosure Agreement, dated as of [March] 1, 2026, among the Borrower, MERF, and the Dissemination Agent, as dissemination agent, as originally executed and as it may be amended from time to time in accordance with the terms thereof.

"***Controller***" means the Controller of the State or any other official of the State charged with the disbursement of State funds to State public schools.

*"**Costs of Issuance**"* means all items of expense directly or indirectly payable by or reimbursable to the Authority or the Borrower and related to the original authorization, execution, sale and delivery of the Bonds, including but not limited to costs of preparation and reproduction of documents, fees and expenses of the Authority, the State Treasurer's Office, the Bond Trustee, the Master Trustee, legal fees and charges of bond counsel, special counsel, disclosure counsel and Master Trustee's and Bond Trustee's counsel, underwriters' fees and expenses, rating agency fees and any other costs, charges or fees in connection with the original delivery of the Bonds.

*"**Costs of Issuance Fund**"* means the fund by that name established pursuant to Section 5.09 hereof.

*"**Debt Service**"* means, for any period of time, the sum of (a) the interest payable during such period on all Outstanding Bonds, (b) that portion of the principal amount of all Outstanding Bonds maturing on each principal payment date during such period, and (c) that portion of the principal amount of all Outstanding Bonds which are Term Bonds required to be redeemed or paid from Sinking Fund Installments during such period (together with the redemption premiums, if any, thereon).

*"**Depository**"* means The Depository Trust Company and its successors and assigns, or any other depository selected as set forth in Section 2.10 hereof which agrees to follow the procedures required to be followed by such depository in connection with the Bonds.

*"**Dissemination Agent**"* means [KNN Public Finance, LLC].

*"**Education Code**"* means the Education Code of the State of California.

*"**Electronic Notice**"* means notice through telecopy, telegraph, telex, facsimile, transmission, internet, e-mail or other electronic means of communication, capable of making a written record.

*"**Eligible Securities**"* means any of the following obligations as and to the extent that such obligations are at the time legal investments under the Act for moneys held hereunder and then proposed to be invested therein (provided that the Bond Trustee shall be entitled to rely upon any Request of the Borrower as conclusive certification to the Bond Trustee that the investments described therein are so authorized under the laws of the State of California) and shall be the sole investments in which amounts on deposit in any fund or account created hereunder or under the Loan Agreement shall be invested:

(1) direct obligations of the United States of America (including obligations issued or held in book-entry form on the books of the Department of the Treasury of the United States of America or any Federal Reserve Bank and CATS and TIGRS) or obligations the timely payment of the principal of and interest on which are unconditionally guaranteed by the United States of America;

(2) Bonds, debentures, notes or other evidence of indebtedness issued or guaranteed by any of the following federal agencies, provided that such obligations are backed by the full faith and credit of the United States of America (stripped securities

shall constitute Eligible Securities only if they have been stripped by the agency itself); U.S. Export-Import Bank, Farmers Home Administration, Federal Financing Bank, General Services Administration, U.S. Maritime Administration, U.S. Department of Housing and Urban Development, Government National Mortgage Association, Federal Home Loan Bank System, Federal Home Loan Mortgage Corporation, Federal Farm Credit Bank, and Federal Housing Administration;

(3) Bonds, debentures, notes, or other evidence of indebtedness issued or guaranteed by any of the following non-full faith and credit U.S. government agencies (stripped securities shall constitute Eligible Securities only if they have been stripped by the agency itself): Federal Home Loan Bank System, Federal Home Loan Mortgage Corporation ("FHLMC"), Federal National Mortgage Association ("FNMA"), Student Loan Marketing Association, Resolution Funding Corporation or Farm Credit System;

(4) Bonds or notes issued by any state or municipality which are rated by S&P, Fitch and Moody's in one of the three highest rating categories assigned by such agencies;

(5) repurchase agreements with either a primary dealer on the reporting dealer list of the Federal Reserve or any bank, which, in either case, is rated "A" or better by S&P and Moody's, provided that (a) the term of such repurchase agreement is not greater than thirty days, (b) the Bond Trustee or third party acting solely as agent for the Bond Trustee has possession of the collateral, (c) the collateral is valued weekly and the market value of the collateral is maintained at an amount equal to at least 104% (or, if the collateral consists of obligations of FHLMC or FNMA, 105%) of the amount of cash transferred by the Bond Trustee to the dealer bank or securities firm under the repurchase agreement plus interest, (d) failure to maintain the requisite collateral levels will require the Bond Trustee to liquidate the collateral immediately, (e) the repurchase securities are either obligations of, or fully guaranteed as to principal and interest by, the United States or any federal agency backed by the full faith and credit of the United States; (f) the repurchase securities are free and clear of any third-party lien or claim; and (g) there shall have been delivered to the Bond Trustee, the Authority and the Borrower an Opinion of Counsel to the effect that such repurchase agreement meets all guidelines under State law for legal investment of public funds;

(6) repurchase agreements with respect to and secured by obligations described in clause (1), (2), or (3) above, which agreements may be entered into with a bank (including the Bond Trustee or its affiliates), a trust company, financial services firm or a broker dealer which is a member of the Securities Investors Protection Corporation, provided that (a) the Bond Trustee or a custodial agent of the Bond Trustee has possession of the collateral and that the collateral is free and clear of third-party claims, (b) a master repurchase agreement or specific written repurchase agreement governs the transaction, (c) the collateral securities are valued no frequently than monthly, (d) the fair market value of the collateral securities in relation to the amount of the repurchase obligation, including principal and interest, is equal to at least 103%, and (e) such obligations must be held in the custody of the Bond Trustee or the Bond Trustee's agent;

(7) investment agreements, including guaranteed investment contracts ("GICs") with providers in one of the two highest rating categories of Moody's and S&P;

(8) investments in a money market fund, including funds of the Bond Trustee or its affiliates, rated (at the time of purchase) in the highest rating category for this type of investment by any Rating Agency;

(9) shares in any investment company, money market mutual fund, fixed income mutual fund, Exchange Traded Fund, or collective investment fund registered under the federal Investment Company Act of 1940, whose shares are registered under the Securities Act of 1933, and whose investments consist solely of Permitted Investments as defined in paragraphs (1) through (7) above, including money market mutual funds from which the Bond Trustee or its affiliates derive a fee for investment advisory or other services to the fund;

(10) certificates of deposit secured at all times by collateral described in (1) and/or (2) above, issued by commercial banks, savings and loan associations or mutual savings banks relating to collateral held by a third party, and in which collateral the Bond Trustee on behalf of the Bondholders has a perfected first security interest;

(11) certificates of deposit, savings accounts, deposit accounts or money market deposits that are fully insured by FDIC, including BIF and SAIF;

(12) commercial paper rated, at the time of purchase, in one of the two highest short-term rating categories (without regard to any refinement or gradation of rating category by numerical modifier or otherwise);

(13) federal funds or bankers acceptances with a maximum term of one year of any bank which has an unsecured, uninsured and unguaranteed obligation rating of "Prime-1" or "A-3" or better by Moody's and "A-1" or "A" or better by S&P;

(14) shares in a California common law trust established pursuant to Title 1, Division 7, Chapter 5 of the Government Code of the State which invests exclusively in investments permitted by Section 53635 of Title 5, Division 2, Chapter 4 of the Government Code of the State as it may be amended;

(15) bonds, notes, debentures, or other evidences of indebtedness issued or guaranteed by a corporation which are, at the time of purchase, rated by any Rating Agency in any of the three highest categories (without regard to any refinement or gradation of rating category by numerical modifier or otherwise);

(16) asset-backed securities, commercial mortgage-backed securities, or mortgage-backed securities which are, at the time of purchase, rated by any Rating Agency in any of the two highest rating categories (without regard to any refinement or gradation or rating category by numerical modifier or otherwise);

(17) the State of California's Pooled Money Investment Account;

(18) the State of California's Local Agency Investment Fund; and

(19) obligations of a bank or other financial institution rated at least "Aa3" by Moody's or "AA-" by S&P.

*"**Environmental Regulations**"* means any federal, state or local law, statute, code, ordinance, regulation, requirement or rule relating to dangerous, toxic or hazardous pollutants, Hazardous Substances or chemical waste, materials or substances.

*"**Event of Default**"* means any of the events specified in Section 7.01 of this Indenture.

*"**Facility**"* means all the real property at 7111 Winnetka Avenue, Winnetka, CA 91305, together with the improvements thereon.

*"**Facilities Consultant Report**"* means an examination of and report on the physical condition of the Facility conducted by an Independent Facilities Consultant, which report shall make recommendations relating to the maintenance and remediation of the Facility.

*"**Fiscal Year**"* means, with respect to the Borrower, the twelve-month period beginning July 1 and ending on June 30, or such other twelve month period as may be designated in a written Statement of the Borrower delivered to the Authority and the Bond Trustee.

*"**Fitch**"* means Fitch Ratings, Inc., a corporation organized and existing under the laws of the State of Delaware, its successors and assigns, or, if such corporation shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, any other nationally recognized securities rating agency designated by the Authority.

*"**Government Obligations**"* means noncallable and nonprepayable direct obligations of the United States of America or obligations which as to full and timely payment of principal and interest constitute full faith and credit obligations of the United States of America (excluding therefrom unit investment trusts and money market funds comprised of such securities).

*"**Grant-Funded Reserve Eligible Securities**"* means:

(1) obligations issued or guaranteed by the United States Government;

(2) obligations of agencies or instrumentalities of the United States, including government-sponsored enterprises;

(3) obligations issued by or guaranteed by any state, provided such obligations are rated in the two highest rating categories of Moody's Investor Service, Standard and Poor's Corporation or Fitch Ratings;

(4) commercial paper, repurchase agreements, guaranteed investment contracts or other similar instruments issued by corporations that are organized and operating within the United States having assets in excess of $500 million

and having a short-term rating in the highest rating category of Moody's Investor Service, Standard and Poor's Corporation or Fitch Ratings, and a long-term rating in one of the two highest rating categories;

(5) money market funds that invest solely in United States Government securities or obligations of agencies or instrumentalities of the United States, including such funds for which the Bond Trustee, its affiliates or subsidiaries provide investment advisory or other management services or for which the Bond Trustee or an affiliate of the Bond Trustee serves as investment administrator, shareholder servicing agent, and/or custodian or subcustodian, notwithstanding that (i) the Bond Trustee or an affiliate of the Bond Trustee receives fees from funds for services rendered, (ii) the Bond Trustee collects fees for services rendered pursuant to this Indenture, which fees are separate from the fees received from such funds, and (iii) services performed for such funds and pursuant to this Indenture may at times duplicate those provided to such funds by the Bond Trustee or an affiliate of the Bond Trustee;

(6) money market fund deposits or certificates of deposit made in federally insured, regulated credit unions or banks, to the extent fully insured or collateralized with investments under categories (1) through (5), including such funds for which the Bond Trustee, its affiliates or subsidiaries provide investment advisory or other management services or for which the Bond Trustee or an affiliate of the Bond Trustee serves as investment administrator, shareholder servicing agent, and/or custodian or sub-custodian, notwithstanding that (i) the Bond Trustee or an affiliate of the Bond Trustee receives fees from funds for services rendered, (ii) the Bond Trustee collects fees for services rendered pursuant to this Indenture, which fees are separate from the fees received from such funds, and (iii) services performed for such funds and pursuant to this Indenture may at times duplicate those provided to such funds by the Bond Trustee or an affiliate of the Bond Trustee; and

(7) such other investment securities as the Secretary may determine are prudent investments that comply with applicable law and regulations.

*"**Grant-Funded Reserve Subaccount**"* means the Grant-Funded Reserve Subaccount of the Reserve Account established by the Bond Trustee pursuant to Section 5.06 hereof.

*"**Gross Revenues**"* has the meaning prescribed to it in the Master Indenture of Trust.

"***Hazardous Substances***" means (a) any oil, flammable substance, explosives, radioactive materials, hazardous wastes or substances, toxic wastes or substances or any other wastes, materials or pollutants which (i) pose a hazard to the Project or to persons on or about the Project or (ii) cause the Project to be in violation of any Environmental Regulation; (b) asbestos

in any form which is or could become friable, urea formaldehyde foam insulation, transformers or other equipment which contain dielectric fluid containing levels of polychlorinated biphenyls, or radon gas; (c) any chemical, material or substance defined as or included in the definition of "waste," "hazardous substances," "hazardous wastes," "hazardous materials," "extremely hazardous waste," "restricted hazardous waste," or "toxic substances" or words of similar import under any Environmental Regulation including, but not limited to, the Comprehensive Environmental Response, Compensation and Liability Act ("CERCLA"), 42 USC §§ 9601 et seq.; the Resource Conservation and Recovery Act ("RCRA"), 42 USC §§ 6901 et seq.; the Hazardous Materials Transportation Act, 49 USC §§ 1801 et seq.; the Federal Water Pollution Control Act, 33 USC §§ 1251 et seq.; the California Hazardous Waste Control Law ("HWCL"), Cal. Health & Safety Code §§ 25100 et seq.; the Hazardous Substance Account Act ("HSAA"), Cal. Health & Safety Code §§ 78000 et seq.; the Underground Storage of Hazardous Substances Act, Cal. Health & Safety Code §§ 25280 et seq.; the Porter-Cologne Water Quality Control Act (the "Porter-Cologne Act"), Cal. Water Code §§ 13000 et seq., the Safe Drinking Water and Toxic Enforcement Act of 1986 (Proposition 65); and Title 22 of the California Code of Regulations, Division 4, Chapter 30; (d) any other chemical, material or substance, exposure to which is prohibited, limited or regulated by any governmental authority or agency or may or could pose a hazard to the health and safety of the occupants of the Project or the owners and/or occupants of property adjacent to or surrounding the Project, or any other person coming upon the Project or adjacent property; or (e) any other chemical, materials or substance which may or could pose a hazard to the environment.

"***Indenture***" means this indenture, as originally executed or as it may from time to time be supplemented, modified or amended by any supplemental indenture entered into pursuant to the provisions hereof.

"Independent Facilities Consultant" means a firm (but not an individual) that (1) does not have any direct financial interest or any material indirect financial interest in the Borrower, MERF, or any Affiliate and (2) is not connected with the Borrower, MERF, or any Affiliate as an officer, employee, promoter, trustee, partner, director or Person performing similar functions, and designated by the Borrower, qualified to pass upon questions relating to the financial affairs of facilities of the type or types operated by the Borrower and having a favorable reputation for skill and experience in the financial affairs of such facilities.

*"**Insurance and Condemnation Proceeds Fund**"* means the fund by that name established pursuant to the Master Indenture of Trust.

"***Intercept***" means the apportionment from the State Controller, pursuant to Section 17199.4 of the Education Code (or any successor provision) and the Intercept Notice, of amounts specified in the Intercept Notice and payable directly to the Bond Trustee.

"***Intercept Notice***" means any notice from any School to the State Controller, pursuant to Section 17199.4 of the Education Code (or any successor provision), specifying a transfer schedule for the payment directly to the Bond Trustee of one or more of the following: (x) principal of the Bonds, (y) interest on the Bonds and (z) other costs necessary or incidental to financing pursuant to the Act relating to the Bonds, including Additional Payments, in

substantially the form set forth in the [School Loan Agreement], as the same may be amended, supplemented or restated from time to time.

*"**Interest Account**"* means the account by that name in the Revenue Fund established pursuant to Section 5.02.

*"**Interest Payment Date**"* means each January 1 and July 1, commencing [July 1, 2026].

*"**Irrevocable Deposit**"* means the irrevocable deposit in trust, with any trustee or escrow agent authorized to act in such capacity, of cash in an amount (or Government Obligations the principal of and interest on which will be in an amount), and under terms sufficient to pay all or a portion of the principal of and/or premium, if any, and interest on, as the same shall become due, of any indebtedness of the Borrower which would otherwise be considered Outstanding.

*"**Lien**"* means any mortgage or pledge of, security interest in or lien or encumbrance on the Facility or the Gross Revenues.

*"**Loan**"* means the loan of Bond proceeds from the Authority to the Borrower pursuant to the Loan Agreement.

*"**Loan Agreement**"* means that certain loan agreement, dated as of [March] 1, 2026, between the Authority and the Borrower, as originally executed or as it may from time to time be supplemented, modified or amended subject to and in accordance with the terms thereof and of Section 6.06(b) of this Indenture.

*"**Loan Repayments**"* has the meaning given such term in Section 3.02(b) of the Loan Agreement.

*"**Mandatory Sinking Account Payment**"* means the amount so designated which is established pursuant to Section 5.04 of this Indenture with respect to the Bonds.

*"**Master Indenture of Trust**"* means that certain Master Indenture of Trust, dated as of April 1, 2025, among the Obligated Group Representative, the Obligated Group Members and the Master Trustee named therein, as originally executed and as the same may be amended and supplemented from time to time in accordance with its terms.

*"**Master Trustee**"* means UMB Bank, National Association, identified in the Master Indenture of Trust.

*"**Members of the Obligated Group**"* means, as applicable, each "Member" as identified in the Master Indenture of Trust.

*"**MERF**"* means Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation, and its successor and assigns.

*"**Moody's**"* means Moody's Investors Service, a corporation organized and existing under the laws of the State of Delaware, its successors and assigns, or, if such corporation shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, any other nationally recognized securities rating agency designated by the Borrower.

*"**Obligated Group Representative**"* means Magnolia Properties Management, Inc.

*"**Opinion of Bond Counsel**"* means an Opinion of Counsel by a nationally recognized bond counsel firm experienced in matters relating to the exclusion from gross income for federal income tax purposes of interest payable on obligations of state and political subdivisions.

*"**Opinion of Counsel**"* means a written opinion of counsel (which may be counsel for the Authority) selected by the Authority. If and to the extent required by the provisions of Section 1.02 of this Indenture, each Opinion of Counsel shall include the statements provided for in Section 1.02 of this Indenture.

*"**Optional Redemption Account**"* means the account by that name in the Redemption Fund established pursuant to Section 5.07.

*"**Outstanding**,"* when used as of any particular time with reference to Bonds, means (subject to the provisions of Section 11.10 hereof) all Bonds theretofore, or thereupon being, authenticated and delivered by the Bond Trustee under this Indenture except (a) Bonds theretofore canceled by the Bond Trustee or surrendered to the Bond Trustee for cancellation; (b) Bonds with respect to which all liability of the Authority shall have been discharged in accordance with Section 10.02 of this Indenture; and (c) Bonds for the transfer or exchange of which, or in lieu of or in substitution for which, other Bonds shall have been authenticated and delivered by the Bond Trustee pursuant to this Indenture.

*"**Payments**"* means (i) all moneys (except any money received to be used for the payment of Administrative Fees and Expenses) received by the Bond Trustee with respect to the Intercept, (ii) all moneys, if any, received by the Bond Trustee directly from, or on behalf of, the Borrower, pursuant to the Loan Agreement (excluding Additional Payments not directed to be deposited into any fund or account created and held under the Indenture) or Obligation No. 2, and (iii) all income derived from the investment of any money in any fund or account established pursuant to this Indenture.

*"**Person**"* means an individual, corporation, firm, association, partnership, trust or other legal entity or group of entities, including a governmental entity or any agency or political subdivision thereof.

*"**Principal Account**"* means the account by that name in the Revenue Fund established pursuant to Section 5.02.

*"**Principal Corporate Trust Office**"* means for the Bond Trustee originally appointed hereunder, the corporate trust office of UMB Bank, National Association, which at the

date of execution of this Indenture is that specified in Section 11.07 of this Indenture, provided however, that for purposes of presentation of Bonds for payment or for registration of transfer and exchange such term shall mean the office or agency of the Bond Trustee at which, at any particular time, its corporate trust agency business shall be conducted.

*"**Principal Payment Date**"* means the principal and Mandatory Sinking Account Payment dates for the Bonds, which dates occur on July 1 of each year commencing [July 1, 2026].

*"**Project**"* has the meaning given to such term in Exhibit A of the Loan Agreement.

*"**Project Fund**"* means the fund by that name established pursuant to Section 5.05 of this Indenture.

*"**Property**"* means any and all rights, titles and interests in and to any and all property of the Borrower whether real (including the Facility) or personal, tangible or intangible and wherever situated whether currently owned or acquired in the future.

*"**Property, Plant and Equipment**"* means all Property that is considered property, plant and equipment under generally accepted accounting principles.

*"**Qualified Institutional Buyer**"* shall have the meaning given to a "qualified institutional buyer" under Rule 144A of the Securities Act of 1933.

*"**Rating Agency**"* means at any time any nationally recognized rating agency including Fitch, Moody's or S&P, then rating the Bonds at the request of the Authority or the Borrower.

*"**Rating Category**"* means (i) with respect to any long-term rating category, all ratings designated by a particular letter or combination of letters, without regard to any numerical modifier, plus or minus sign or other modifier and (ii) with respect to any short-term or commercial paper rating category, all ratings designated by a particular letter or combination of letters and taking into account any numerical modifier, but not any plus or minus sign or other modifier.

*"**Rebate Analyst**"* means the Person engaged by the Borrower to calculate any rebate liability under the Code.

*"**Rebate Fund**"* means the fund by that name established pursuant to Section 5.08 of this Indenture.

*"**Record Date**"* means, with respect to the Interest Payment Date for the Bonds, the fifteenth day of the calendar month immediately preceding such Interest Payment Date, whether or not such day is a Business Day.

"***Redemption Fund***" means the fund by that name established pursuant to Section 5.07 of this Indenture.

*"**Repair and Replacement Fund**"* means the fund by such name established pursuant to Section 5.10 hereof.

*"**Repair and Replacement Fund Requirement**"* means $[_____]; provided that such Repair and Replacement Requirement will initially be zero and will increase in equal semiannual amounts of $[_____], on each January 1 and July 1, commencing [July 1, 2026].

*"**Reserve Account**"* means the account by that name in the Revenue Fund established pursuant to Section 5.02.

*"**Reserve Account Requirement**"* means as of any date of calculation, an amount which shall be equal to the least of (a) ten percent (10%) of the original principal amount of the Bonds; (b) maximum annual Debt Service on the Bonds Outstanding, (c) one hundred twenty-five percent (125%) of average annual Debt Service with respect to the Bonds Outstanding, or (d) for the last Bond Year only, the total Debt Service with respect to the Bonds Outstanding, net of amounts in the Reserve Account. Maximum annual Debt Service and average annual Debt Service, for purposes of this definition, shall be calculated on the basis of twelve-month periods ending on July 1 of any year in which Bonds are Outstanding.

*"**Responsible Officer**"* of the Bond Trustee means and includes a duly authorized officer of the Bond Trustee, with regular responsibility for the administration of matters related to this Indenture.

"***Retained Rights***" means Authority right to receive Administrative Fees and Expenses and any Additional Payments, any right to be indemnified, held harmless or defended and rights to inspection and to receive information, reports, notices, certificates and opinions, express rights to give approvals, consents or waivers hereunder or under the Loan Agreement, and the obligation of the Borrower to make deposits pursuant to the Tax Certificate.

*"**Revenue Fund**"* means the fund by that name established pursuant to Section 5.01(d) of this Indenture.

*"**S&P**"* means S&P Global Ratings, a corporation organized and existing under the laws of the State of New York, its successors and assigns, or, if such corporation shall be dissolved or liquidated or shall no longer perform the functions of a securities rating agency, any other nationally recognized securities rating agency designated by the Borrower.

"***School***" means individually, and "***Schools***" means collectively, each public charter school operated by MERF and located at the Facility, but excluding any public charter school operated by MERF at premises that are not owned or leased by a Member of the Obligated Group.

"***School Lender***" means MPM Santa Ana LLC, a California limited liability company.

*"**School Loan Agreement**"* means the Loan Agreement between the School Lender and MERF, and which shall be a School Loan Agreement as defined in, and for purposes of, the Master Indenture of Trust.

"***School Loan Payments***" means the amounts payable pursuant to the School Loan Agreement by MERF to the School Lender.

"***Securities Depositories***" means The Depository Trust Company, 55 Water Street, 50th Floor, New York, N.Y. 10041-0099 Attention: Call Notification Department, Fax (212) 855-7232 or to such other addresses and/or such other securities depositories as the Authority may designate to the Bond Trustee in writing.

"***Sinking Fund Installment***" means, with respect to any Term Bonds, each amount so designated for such Term Bonds requiring payments by the Borrower from the Payments to be applied to the retirement of such Bonds on and prior to the stated maturity date thereof.

"***Special Record Date***" means the date established by the Bond Trustee pursuant to Section 2.02(c) of this Indenture as a record date for the payment of defaulted interest on Bonds.

"***Special Redemption Account***" means the account by that name in the Redemption Fund established pursuant to Section 5.07.

"***State***" means the State of California.

"***State Controller***" means the Controller of the State.

"***Supplemental Indenture***" or "***Indenture supplemental hereto***" means any indenture hereafter duly authorized and entered into between the Authority and the Bond Trustee in accordance with the provisions of this Indenture.

"***Supplemental MTI for Obligation No. 2***" means that certain Supplemental Master Indenture for Obligation No. 2, dated as of [March] 1, 2026, between the Obligated Group Members and the Master Trustee named therein, as originally executed and as the same may be amended supplemented from time to time in accordance with its terms.

"***Tax Certificate***" means the Tax Certificate and Agreement of the Authority and the Borrower dated the date of issuance of the Bonds, as the same may be amended or supplemented in accordance with its terms.

"***Taxable Bonds***" means the California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026B (Taxable), authorized and issued pursuant to Article II of this Indenture and any bonds issued in exchange or replacement thereof in accordance with this Indenture.

"***Tax-Exempt Bonds***" means the California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026A, authorized and issued pursuant to Article II of this Indenture and any bonds issued in exchange or replacement thereof in accordance with this Indenture.

*"**Term Bonds**"* means Bonds which are payable on or before their specified maturity dates from Mandatory Sinking Account Payments established for that purpose and calculated to retire such Bonds on or before their specified maturity dates.

*"**Title Company**"* means [Title Company].

*"**Underwriter**"* means Stifel, Nicolaus, & Company, Inc., its successors and assigns.

Content of Certificates and Opinions. Every certificate (other than the certificate provided for in Section 11.05 hereof) or opinion with respect to compliance with a condition or covenant provided for in this Indenture shall include (a) a statement that the person or persons making or giving such certificate or opinion have read such condition or covenant and the definitions herein relating thereto; (b) a brief statement as to the nature and scope of the examination or investigation upon which the statements or opinions contained in such certificate or opinion are based; (c) a statement that, in the opinion of the signers, they have made or caused to be made such examination or investigation as is necessary to enable them to express an informed opinion as to whether or not such condition or covenant has been complied with; and (d) a statement as to whether, in the opinion of the signers, such condition or covenant has been complied with.

Any such certificate or opinion made or given by a member or officer of the Authority may be based, insofar as it relates to legal matters, upon a certificate or opinion of or representations by counsel, unless such officer knows that the certificate or opinion or representations with respect to the matters upon which his or her certificate or opinion may be based as aforesaid are erroneous, or in the exercise of reasonable care should have known that the same were erroneous. Any such certificate or opinion made or given by counsel may be based, insofar as it relates to factual matters (with respect to which information is in the possession of the Authority) upon the certificate or opinion of or representations by a member or officer of the Authority, unless such counsel knows that the certificate or opinion or representations with respect to the matters upon which his or her opinion may be based as aforesaid are erroneous or in the exercise of reasonable care should have known that the same were erroneous.

Any written representation of the Authority or determination of the Bond Trustee given in accordance with Section 6.06 (regarding the amendment of the Loan Agreement) or Article IX (regarding amendment of the Indenture) may, at the option of such party, be based solely on the written representation of a financial consultant or advisor selected by such party and not objected to by the other such party.

Article and Section Headings and References. The headings or titles of the several Articles and Sections hereof, and any table of contents appended to copies hereof, shall be solely for convenience of reference and shall not affect the meaning, construction or effect of this Indenture.

All references herein to "Articles," "Sections" and other subdivisions are to the corresponding Articles, Sections or subdivisions of this Indenture; the words "herein," "hereof,"

"hereby," "hereunder" and other words of similar import refer to this Indenture as a whole and not to any particular Article, Section or subdivision hereof; and words of the masculine gender shall mean and include words of the feminine and neuter genders.

Construction. The parties hereto acknowledge that each such party and its respective counsel have participated in the drafting and revision of this Indenture. Accordingly, the parties agree that any rule of construction which disfavors the drafting party shall not apply in the interpretation of this Indenture or any amendment or supplement or exhibit hereto.

ARTICLE II

THE BONDS

Authorization of Bonds. There shall be issued under and secured by this Indenture an issue of bonds of the Authority constituting the Tax-Exempt Bonds. The Tax-Exempt Bonds are hereby authorized to be issued hereunder and designated generally as the "California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026A." The aggregate principal amount of the Tax-Exempt Bonds that may be issued under this Indenture shall not exceed [_____] dollars ($[Series 2026A Par]), exclusive of temporary Tax-Exempt Bonds executed and authenticated as provided in Section 2.08 hereof.

(a) There shall be issued under and secured by this Indenture an issue of bonds of the Authority constituting the Taxable Bonds. The Taxable Bonds are hereby authorized to be issued hereunder and designated generally as the "California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026B (Taxable)." The aggregate principal amount of the Taxable Bonds that may be issued under this Indenture shall not exceed [_____] dollars ($[Series 2026B Par]), exclusive of temporary Taxable Bonds executed and authenticated as provided in Section 2.08 hereof.

(b) This Indenture constitutes a continuing agreement with the Bond Trustee and the Holders of all of the Bonds Outstanding, subject to the covenants, agreements, provisions and conditions herein contained.

Terms of Bonds.

(a) *Terms of the Tax-Exempt Bonds*.

(i) The Tax-Exempt Bonds shall be issued as registered bonds in Authorized Denominations. The Tax-Exempt Bonds shall be dated their date of issuance. Each Beneficial Owner of the Tax-Exempt Bonds shall be an Accredited Investor or a Qualified Institutional Buyer. Interest on the Bonds shall be calculated on the basis of a 360-day year of twelve 30-day months and shall be payable in arrears on each Interest Payment Date.

(ii) The Tax-Exempt Bonds shall mature on July 1 in each of the years and in the principal amounts and shall bear interest at the rates as follows:

Maturity (July 1)	Principal Amount	Interest Rate
	$	%

* Term Bond

(b) *Terms of the Taxable Bonds*.

(i) The Taxable Bonds shall be issued as registered bonds in Authorized Denominations. The Taxable Bonds shall be dated their date of issuance. Each Beneficial Owner of the Taxable Bonds shall be an Accredited Investor or a Qualified Institutional Buyer. Interest on the Bonds shall be calculated on the basis of a 360-day year of twelve 30-day months and shall be payable in arrears on each Interest Payment Date.

(ii) The Taxable Bonds shall mature on July 1 in the year and in the principal amount and shall bear interest at the rate as follows:

Maturity (July 1)	Principal Amount	Interest Rate
	$	%

(c) *General Terms of the Bonds*.

(i) The Bonds, when issued, will be registered in the name of Cede & Co., as nominee of the Depository, and shall be evidenced by one Bond for each maturity of a series in the total aggregate principal amount of the Bonds of such maturity. Registered ownership of the Bonds, or any portion thereof, may not thereafter be transferred except as set forth in Section 2.10 hereof. So long as Cede & Co. is the registered owner of the Bonds, as nominee of the Depository, references herein to the Bondholders, holders or registered owners shall mean Cede & Co. as aforesaid and shall not mean the "beneficial owners" of the Bonds.

The principal and redemption price of and interest on the Bonds shall be payable in lawful money of the United States of America upon surrender at the Principal Corporate Trust Office. The interest on any Bond shall be payable to the person whose name appears on the registration books of the Bond Trustee as the registered owner thereof as of the close of business on the Record Date for the Interest Payment Date, such interest to be paid by check mailed by first class mail, postage prepaid, on the Interest Payment Date, to the registered owner at his or her address as it appears on such registration books. Notwithstanding the foregoing, however, any Holder of $1,000,000 or more in an aggregate principal amount of the Bonds shall be entitled to receive payments of interest on the Bonds held by it by wire transfer of immediately available funds to such bank or trust company located within the United States of America as such Holder shall designate in writing to the Bond Trustee by the applicable Record Date for such payment. So long as Cede & Co. is the registered owner of the Bonds, principal of and

interest on the Bonds are payable in same day funds by the Bond Trustee to Cede & Co., as nominee for the Depository.

(ii) Any such interest not so punctually paid or duly provided for shall forthwith cease to be payable to the Bondholder on such Record Date and shall be paid to the person in whose name the Bond is registered at the close of business on a Special Record Date for the payment of such defaulted interest. The Special Record Date shall be fixed by the Bond Trustee, notice thereof being given to the Bondholders not less than 10 days prior to such Special Record Date.

Restrictions on Registration and Transfer of the Bonds. Notwithstanding any other provision hereof, the Bonds may not be registered in the name of, or transferred to, and the Beneficial Owner cannot be, any person except an Accredited Investor or a Qualified Institutional Buyer; provided however, pursuant to Section 2.10, Bonds registered in the name of the Depository or its nominee shall be deemed to comply with this Section so long as each beneficial owner of the Bonds is an Accredited Investor or a Qualified Institutional Buyer. [Each initial Beneficial Owner shall provide to the Authority and the Bond Trustee an executed Investor Letter, substantially in the form attached hereto as Exhibit B.]

(a) The foregoing limitation shall cease to apply (without notice to or consent of any Bondholder) upon and after receipt by the Bond Trustee from the Borrower of a rating letter by Fitch, S&P or Moody's indicating that the Bonds are rated "A-" or "A3," as applicable, or better. The Bond Trustee shall as soon as practicable, but in no event more than ten calendar days after receipt by the Bond Trustee of such information, notify each Bondholder that (i) the restrictions set forth in this Indenture requiring that the Beneficial Owners of the Bonds be Qualified Institutional Buyers or Accredited Investors shall be of no further force or effect and (ii) the Authorized Denominations shall be $5,000 and any multiple in excess thereof.

(b) In the event the limitation set forth in clause (a) ceases to apply, the Bond Trustee shall provide, or to cause to be provided, to the Municipal Securities Rulemaking Board through its Electronic Municipal Market Access system (or such other electronic system designated by the Municipal Securities Rulemaking Board) and Bloomberg Municipal Repository in a timely manner not in excess of ten business days after the occurrence of such event a notice regarding such event.

Execution of Bonds. The Bonds shall be signed in the name and on behalf of the Authority with the manual or facsimile signature of its Chairperson. The Bonds shall then be delivered to the Bond Trustee for registration and authentication by it. In case any of the officers who shall have signed any of the Bonds shall cease to be such officer or officers before the Bonds so signed shall have been authenticated or delivered by the Bond Trustee or issued by the Authority, such Bonds may nevertheless be authenticated, delivered and issued and, upon such authentication, delivery and issue, shall be as binding upon the Authority as though those who signed and attested the same had continued to be such officers of the Authority. Also, any Bond may be signed on behalf of the Authority by such persons as on the actual date of the execution of such Bond shall be the proper officers although on the nominal date of such Bond any such person shall not have been such officer. Only such of the Bonds as shall bear thereon a certificate of authentication and registration in substantially the form set forth in Exhibit A

hereto, manually executed by the Bond Trustee, shall be valid or obligatory for any purpose or entitled to the benefits of this Indenture, and such certificate of the Bond Trustee shall be conclusive evidence that the Bonds so authenticated have been duly authenticated and delivered hereunder and are entitled to the benefits of this Indenture.

Transfer of Bonds. The registration of any Bond may, in accordance with its terms, be transferred, upon the books required to be kept pursuant to the provisions of Section 2.07 of this Indenture, by the person in whose name it is registered, in person or by his or her duly authorized attorney, upon surrender of such Bond for cancellation, accompanied by delivery of a written instrument of transfer in a form acceptable to the Bond Trustee, duly executed. The Bond Trustee shall require the payment by the Holder requesting such transfer of any tax or other governmental charge required to be paid with respect to such transfer, and there shall be no other charge to any Holder for any such transfer. The Bond Trustee shall not be required to register the transfer of any Bond which has been selected for redemption in whole or in part, from and after the day of mailing of a notice of redemption of such Bond selected for redemption in whole or in part as provided in Section 4.01 hereof or Section 4.02 hereof or during the period established by the Bond Trustee for selection of Bonds for redemption.

Exchange of Bonds. Bonds may be exchanged at the Principal Corporate Trust Office of the Bond Trustee for a like series and aggregate principal amount of the Bonds of the same maturity of other authorized denominations. The Bond Trustee shall require the payment by the Holder requesting such exchange of any tax or other governmental charge required to be paid with respect to such exchange, and there shall be no other charge to any Holder for any such exchange. No exchange of Bonds shall be required to be made during the period established by the Bond Trustee for selection of Bonds for redemption and after a Bond has been selected for redemption.

Bond Register. The Bond Trustee shall keep or cause to be kept, at its Principal Corporate Trust Office, sufficient books for the registration of transfer of the Bonds, which shall at all reasonable times during normal business hours upon reasonable notice be open to inspection by the Authority; and, upon presentation for such purpose, the Bond Trustee shall, under such reasonable regulations as it may prescribe, register the transfer or cause to be registered the transfer, on said books, of Bonds as hereinbefore provided.

Temporary Bonds. The Bonds may be initially issued in temporary form exchangeable for definitive Bonds when ready for delivery. The temporary Bonds may be printed, lithographed or typewritten, shall be of such denomination as may be determined by the Authority, shall be in registered form and may contain such reference to any of the provisions of this Indenture as may be appropriate. Every temporary Bond shall be executed by the Authority and authenticated by the Bond Trustee upon the same conditions and in substantially the same manner as the definitive Bonds. If the Authority issues temporary Bonds, it will execute and furnish definitive Bonds without delay, and thereupon the temporary Bonds may be surrendered, for cancellation, in exchange therefor at the Principal Corporate Trust Office of the Bond Trustee, and the Bond Trustee shall authenticate and deliver in exchange for such temporary Bonds an equal aggregate principal amount of definitive Bonds of authorized denominations, of the same maturity or maturities. Until so exchanged, the temporary Bonds shall be entitled to the same benefits under this Indenture as definitive Bonds authenticated and delivered hereunder.

Bonds Mutilated, Lost, Destroyed or Stolen. If any Bond shall become mutilated, the Authority, at the expense of the Holder of said Bond, shall execute, and the Bond Trustee shall thereupon authenticate and deliver, a new Bond of like tenor in exchange and substitution for the Bond so mutilated, but only upon surrender to the Bond Trustee of the Bond so mutilated. Every mutilated Bond so surrendered to the Bond Trustee shall be canceled by it and delivered to, or upon the order of, the Authority. If any Bond issued hereunder shall be lost, destroyed or stolen, evidence of such loss, destruction or theft may be submitted to the Bond Trustee and, if such evidence be satisfactory to it and indemnity satisfactory to it shall be given, the Authority, at the expense of the Holder, shall execute, and the Bond Trustee shall thereupon authenticate and deliver, a new Bond of like tenor in lieu of and in substitution for the Bond so lost, destroyed or stolen. If any Bond mutilated, lost, destroyed or stolen shall have matured, instead of issuing a substitute Bond the Bond Trustee may pay the same without surrender upon receipt of indemnity satisfactory to the Bond Trustee. The Authority may require payment from the Holder of a sum not exceeding the actual cost of preparing each new Bond issued under this Section and of the expenses which may be incurred by the Authority and the Bond Trustee. Any Bond issued under the provisions of this Section in lieu of any Bond alleged to be lost, destroyed or stolen shall constitute an original additional contractual obligation on the part of the Authority whether or not the Bond so alleged to be lost, destroyed or stolen be at any time enforceable by anyone, and shall be entitled to the benefits of this Indenture with all other Bonds secured by this Indenture.

Use of Depository. Notwithstanding any provision of this Indenture to the contrary:

(a) The Bonds initially shall be registered as provided in Section 2.02 hereof. Registered ownership of the Bonds, or any portion thereof, may not thereafter be transferred except:

(i) To any successor of the Depository or its nominee, or to any Substitute Depository designated pursuant to clause (ii) of this subsection (a) ("Substitute Depository"); provided that any successor of the Depository or Substitute Depository shall be qualified under any applicable laws to provide the service proposed to be provided by it;

(ii) To any Substitute Depository designated by the Authority (at the direction of the Borrower) and not objected to by the Bond Trustee, upon (1) the resignation of the Depository or its successor (or any Substitute Depository or its successor) from its functions as depository or (2) a determination by the Authority (at the direction of the Borrower) that the Depository or its successor (or any Substitute Depository or its successor) is no longer able to carry out its functions as depository; provided that any such Substitute Depository shall be qualified under any applicable laws to provide the services proposed to be provided by it; or

(iii) To any person as provided below, upon (1) the resignation of the Depository or its successor (or Substitute Depository or its successor) from its functions as depository; provided that no Substitute Depository which is not objected to by the Bond Trustee can be obtained or (2) a determination by the Authority (with the concurrence of the Borrower) that it is in the best interests of the Authority to remove the Depository or its successor (or any Substitute Depository or its successor) from its functions as depository.

(b) In the case of any transfer pursuant to clause (i) or clause (ii) of subsection (a) hereof, upon receipt of the Outstanding Bonds by the Bond Trustee, together with a Request of the Authority to the Bond Trustee, a single new Bond for each maturity shall be executed and delivered in the aggregate principal amount of the Bonds of such maturity then Outstanding, registered in the name of such successor or such Substitute Depository, or their nominees, as the case may be, all as specified in such Request of the Authority. In the case of any transfer pursuant to clause (iii) of subsection (a) hereof, upon receipt of the Outstanding Bonds by the Bond Trustee, new Bonds shall be executed and delivered in such denominations numbered in consecutive order from R-1 up and registered in the names of such persons as are requested in such a Request of the Authority, subject to the limitations of Section 2.02 hereof, provided the Bond Trustee shall not be required to deliver such new Bonds within a period less than sixty (60) days from the date of receipt of such a Request of the Authority.

(c) In the case of an advance refunding of the Bonds, if any, evidencing all or a portion of the principal amount then Outstanding, the Depository shall make an appropriate notation on the Bonds indicating the date and amounts of such reduction in principal.

(d) The Authority and the Bond Trustee shall be entitled to treat the person in whose name any Bond is registered as the Bondholder thereof for all purposes of the Indenture and any applicable laws, notwithstanding any notice to the contrary received by the Bond Trustee or the Authority; and the Authority and the Bond Trustee shall have no responsibility for transmitting payments to, communication with, notifying, or otherwise dealing with any beneficial owners of the Bonds. Neither the Authority nor the Bond Trustee shall have any responsibility or obligations, legal or otherwise, to the beneficial owners or to any other party including the Depository or its successor (or Substitute Depository or its successor), except for the Holder of any Bond.

(e) So long as the outstanding Bonds are registered in the name of Cede & Co. or its registered assigns, the Authority and the Bond Trustee shall cooperate with Cede & Co., as sole registered Bondholder, and its registered assigns in effecting payment of the principal of and interest on the Bonds by arranging for payment in such manner that funds for such payments are properly identified and are made immediately available on the date they are due.

Validity of Bonds. The validity of the authorization and issuance of the Bonds is not dependent on and shall not be affected in any way by any proceedings taken by the Authority or the Bond Trustee with respect to or in connection with the Loan Agreement. The recital contained in the Bonds that the same are issued pursuant to the Act and the Constitution and laws of the State shall be conclusive evidence of their validity and of compliance with the provisions of law in their issuance.

ARTICLE III

ISSUANCE OF BONDS; ESTABLISHMENT OF CERTAIN FUNDS AND APPLICATION OF PROCEEDS

Authentication and Delivery of Bonds. At any time after the execution of this Indenture, the Authority may execute the Bonds, and the Bond Trustee, upon the Order of the Authority, shall authenticate and deliver the Bonds in accordance with Article II of this Indenture, in each case exclusive of the Bonds executed and authenticated as provided in Section 2.08 hereof.

Application of Proceeds of Bonds and Certain Other Moneys. The Bond Trustee hereby agrees to establish and maintain hereunder, in trust, the funds described in Article V herein.

(a) [The Underwriter shall directly wire an amount of $[_____] (consisting of Project costs in the amount of $[_____] and title costs and fees in the amount of $[_____]) to the Title Company.]

(b) The Bond Trustee shall accept a portion of the proceeds received from the sale of the Tax-Exempt Bonds in the amount of $[_____], consisting of purchase price of the Tax-Exempt Bonds in the amount of $[Series 2026A Purchase Price] (consisting of the par amount of the Tax-Exempt Bonds of $[Series 2026A Par], less [net] original issuance [premium/discount] of $[Series 2026A Discount], less an Underwriter's discount of $[Series 2026A UW Discount]), [and less the amount wired pursuant to Section 3.02(b) above.

(c) The Bond Trustee shall accept a portion of the proceeds received from the sale of the Taxable Bonds in the amount of $[Series 2026B Purchase Price] (consisting of the par amount of the Taxable Bonds of $[Series 2026B Par], less an Underwriter's discount of $[Series 2026B UW Discount]).

(d) [The Bond Trustee shall accept the amount of $[Grant-Funded Reserve Deposit] from the Authority.]

(e) The Bond Trustee shall deposit the amounts received pursuant to Section 3.02(c), (d) and (e) hereof, in the following funds and accounts in the following amounts:

	Subsection (c) Funds	Subsection (d) Funds	Subsection (e) Funds	Total
Project Fund	$	$	$	$
Costs of Issuance Fund				
Grant-Funded Reserve Subaccount				

ARTICLE IV

REDEMPTION OF THE BONDS

SECTION IV.02. **Special Redemption**

(a) **Extraordinary Optional Redemption from Insurance and Condemnation Proceeds**. The Bonds are subject to redemption prior to their stated maturity, at the option of the Borrower, in whole or in part, on any date from moneys required to be transferred from the Insurance and Condemnation Proceeds Fund to the Special Redemption Account at a redemption price equal to the principal amount thereof, together with interest accrued thereon to the date fixed for redemption, plus an amount equal to the unamortized portion of the net original issue premium thereon interpolated on a straight-line basis.

(b) **Extraordinary Mandatory Redemption Due to Prohibited Use**. The Bonds are subject to redemption prior to their stated maturity, as a whole or in part, on any date from Loan prepayments made by the Borrower in the event the Project is used or operated in any manner that violates the provisions of the Act, at a redemption price equal to the principal amount thereof together with interest accrued thereon to the date fixed for redemption, plus an amount equal to the unamortized portion of the net original issue premium thereon interpolated on a straight-line basis, on the earliest date for which notice of redemption can reasonably be given in accordance with this Indenture.

(c) **Extraordinary Optional Redemption Relating to Revocation or Non-Renewal of School Charter.** The Bonds are subject to redemption in part prior to their stated maturity, on any date, at the option of the Borrower, in the event the charter of any School is revoked or not renewed by its authorizer and such School has no further appeal rights, at a redemption price equal to the principal amount thereof together with interest accrued thereon to the date fixed for redemption, plus an amount equal to the unamortized portion of the net original issue premium thereon interpolated on a straight-line basis.

Optional Redemption. The Tax-Exempt Bonds are also subject to redemption prior to their respective stated maturities, at the option of the Borrower, from any amounts in the Redemption Fund, in whole or in part on any date on or after July 1, 20[__], at a redemption price equal to 100% of the principal amount of Tax-Exempt Bonds called for redemption, plus accrued interest to the date fixed for redemption, without premium.

The Taxable Bonds are not subject to optional redemption prior to their respective stated maturities.

Mandatory Sinking Account Redemption. The Bonds are subject to redemption prior to their respective stated maturities in part, by lot, from Mandatory Sinking Account Payments pursuant to Section 5.04(c) hereof. In the event of a redemption pursuant to Section 4.01 and 4.02, the Borrower shall provide the Bond Trustee with a revised sinking fund schedule giving effect to the special, optional or mandatory redemption so completed.

Notice of Redemption. In connection with the redemption of the Bonds pursuant to Sections 4.01 and 4.02 herein, the Borrower shall give notice of redemption to the Bond Trustee (with a copy to the Authority) not less than thirty-five (35) days prior to the redemption date (or such shorter notice as the Bond Trustee may approve). Notice of redemption of any Bonds shall be given by the Bond Trustee upon such written request of the Borrower. Notice of any redemption of Bonds shall be mailed postage prepaid by the Bond Trustee not less than thirty (30) days nor more than sixty (60) days prior to the redemption date by first-class mail to the respective Holders thereof at the addresses appearing on the Bond registration books described in Sections 2.07. Each notice of redemption shall contain all of the following information:

(a) the date of such notice;

(b) the name of the Bonds and the date of issue of the Bonds;

(c) the redemption date;

(d) the redemption price;

(e) the dates of maturity of the Bonds to be redeemed;

(f) if less than all of the Bonds of any maturity are to be redeemed, the distinctive numbers of the Bonds of each maturity to be redeemed;

(g) in the case of Bonds redeemed in part only, the respective portions of the principal amount of the Bonds of each maturity to be redeemed;

(h) the CUSIP number, if any, of each maturity of Bonds to be redeemed;

(i) a statement that such Bonds must be surrendered by the Holders at the Principal Corporate Trust Office of the Bond Trustee, or at such other place or places designated by the Bond Trustee;

(j) a statement that such redemption is conditioned upon the receipt by the Bond Trustee, on or prior to the redemption date, of moneys sufficient to pay the redemption price or upon the happening of such other event as shall be specified therein, and if such moneys shall not have been so received said notice shall be rescinded and the redemption shall be cancelled;

(k) a statement that any such redemption notice can be rescinded as provided in the Indenture; and

(l) notice that further interest on such Bonds, if any, will not accrue from and after the designated redemption date.

Such redemption notices may state that no representation is made as to the accuracy or correctness of the CUSIP numbers provided therein or on the Bonds. If money is not received or if such other event has occurred or failed to occur (as the case may be) as described in Section 4.04(j), the Bond Trustee, within a reasonable time after the date on which such

redemption was to occur, shall give notice to the persons and in the manner in which the notice of redemption was given, that such moneys were not so received and that there will be no redemption of the Bonds pursuant to the notice of redemption. Failure of the Bond Trustee to give such notice of redemption or any defect therein shall not in any way impair or affect the validity of the proceedings for redemption.

Effect of Notice. A certificate of the Bond Trustee or the Borrower that notice of call and redemption has been given to Holders and as may be further required in the Continuing Disclosure Agreement as herein provided shall be conclusive as against all parties. The actual receipt by the Holder of any Bond or any other party of notice of redemption shall not be a condition precedent to redemption, and failure to receive such notice, or any defect in the notice given, shall not affect the validity of the proceedings for the redemption of such Bonds or the cessation of interest, if any, on the date fixed for redemption.

Notice of redemption having been given, and the redemption price of the Bonds called for redemption being on deposit or otherwise available to the Bond Trustee, the Bonds designated for redemption shall become due and payable on the specified redemption date and interest, if any, shall cease to accrue thereon as of the redemption date, and upon presentation and surrender of such Bonds at the place specified in the notice of redemption, such Bonds shall be redeemed and paid at the redemption price thereof out of the money provided therefor. The Holders of such Bonds so called for redemption after such redemption date shall look for the payment of such Bonds and the redemption premium thereon, if any, only to the fund established for such purpose. All Bonds redeemed shall be cancelled forthwith by the Bond Trustee and shall not be reissued.

Right to Rescind Notice. Upon written notice from the Borrower that the Borrower has cured the conditions that caused the Bonds to be subject to extraordinary redemption, the Borrower may rescind any extraordinary redemption and notice thereof on any date prior to the date fixed for redemption by causing the Bond Trustee to send written notice of the rescission to the Holders of the Bonds so called for redemption. Notice of rescission of redemption shall be given in the same manner in which notice of redemption was originally given. The actual receipt by the Holder of any Bond of notice of such rescission shall not be a condition precedent to rescission, and failure to receive such notice or any defect in such notice shall not affect the validity of the rescission.

Funds for Redemption. Prior to or on the redemption date of any Bonds there shall be available in the Redemption Fund, or held in trust for such purpose as provided by law, monies for the purpose and sufficient to redeem, at the premiums payable as in this Indenture provided, the Bonds designated in said notice of redemption. Such monies so set aside in the Redemption Fund or in the escrow fund established for such purpose shall be applied on or after the redemption date solely for payment of principal of and premium, if any, on the Bonds to be redeemed upon presentation and surrender of such Bonds, provided that all monies in the Redemption Fund shall be used for the purposes established and permitted by law. Any interest due on or prior to the redemption date shall be paid from the Redemption Fund, unless otherwise provided for to be paid from an escrow fund established for such purpose. If, after all of the Bonds have been redeemed and cancelled or paid and cancelled, there are monies remaining in the Redemption Fund or otherwise held in trust for the payment of redemption price of the

Bonds, said monies shall be held in or returned or transferred to the Redemption Fund for payment of any outstanding Bonds of the Borrower payable from said fund; provided, however, that if said monies are part of the proceeds of refunding Bonds of the Borrower, said monies shall be transferred to the fund created for the payment of principal of and interest on such Bonds. If no such refunding Bonds of the Borrower are at such time outstanding, said monies shall be transferred to the Borrower as provided and permitted by law.

Selection of Bonds for Redemption. When any redemption is made pursuant to any of the provisions of this Indenture and less than all of the Outstanding Bonds are to be redeemed, the Bond Trustee shall select the Bonds to be redeemed from the Outstanding Bonds not previously called for redemption, by lot within a maturity and, if from more than one maturity, in inverse order of maturity or in such other order of maturity as shall be specified in a Request of the Borrower. In no event shall Bonds be redeemed in amounts other than whole multiples of Authorized Denominations. For purposes of redeeming Bonds in denominations greater than minimum Authorized Denominations, the Bond Trustee shall assign to such Bonds a distinctive number for each such principal amount and, in selecting Bonds for redemption by lot, shall treat such amounts as separate Bonds. The Bond Trustee shall promptly notify the Authority and the Borrower in writing of the numbers of the Bonds selected for redemption.

ARTICLE V

PLEDGE AND ASSIGNMENT; ESTABLISHMENT AND APPLICATION OF FUNDS AND ACCOUNTS

Pledge and Assignment. Subject only to the provisions of this Indenture permitting the application thereof for the purposes and on the terms and conditions set forth herein, there are hereby pledged to secure the payment of the principal of and interest on the Bonds in accordance with their terms and the provisions of this Indenture, all of the Payments (except Payments described in clause (i) of the definition thereof) and any other amounts (excluding proceeds of the sale of Bonds) held in any fund or account (other than the Rebate Fund) established pursuant to this Indenture. Said pledge shall constitute a lien on and security interest in such assets and shall attach and be valid and binding from and after delivery of the Bonds, without any physical delivery thereof or further act.

(a) The Authority hereby assigns to the Bond Trustee, for the benefit of the Holders from time to time of the Bonds, all of the Payments (except Payments described in clause (i) of the definition thereof) and other amounts pledged in paragraph (a) of this Section and all of the right, title and interest of the Authority in, to and under the Loan Agreement (except for the Retained Rights). The Bond Trustee shall be entitled to and shall receive all of such assigned Payments, and any such Payments collected or received by the Authority shall be deemed to be held, and to have been collected or received, by the Authority as the agent of the Bond Trustee and shall forthwith be paid by the Authority to the Bond Trustee. The Bond Trustee also shall be entitled to and shall (subject to the provisions of this Indenture) take all steps, actions and proceedings following any event of default under the Loan Agreement reasonably necessary in its judgment, or as directed in writing by the Holder, to enforce, either jointly with the Authority or separately, all of the rights of the Authority assigned to the Bond Trustee and all of the obligations of the Borrower under the Loan Agreement.

(b) The Borrower shall take all actions necessary for the Bond Trustee to collect directly from the State Controller the amounts set forth in the Intercept Notice on the dates set forth in the Intercept Notice.

(c) All Payments shall be promptly deposited by the Bond Trustee upon receipt thereof in a special fund designated as the "Revenue Fund" which the Bond Trustee is hereby directed to establish, maintain and hold in trust. All Payments shall be held in trust for the benefit of the Holders from time to time of the Bonds but shall nevertheless be disbursed, allocated and applied solely for the uses and purposes hereinafter in this Article V set forth.

(d) The Bonds are not and shall not be deemed to constitute a debt or liability of the State, or any political subdivision thereof, and are not and shall not be deemed to be a pledge of the faith and credit of the State, or any political subdivision thereof, other than the Authority, which shall only be obligated to pay the Bonds solely from the Payments and funds herein provided therefor. The issuance of the Bonds shall not directly or indirectly or contingently obligate the State or any political subdivision thereof to levy or to pledge any form of taxation whatever for the Bonds or to make any appropriation for their payment. Nothing in this Indenture, the Act or otherwise is an undertaking by the Authority or the State or any political subdivision thereof to fund the transfers described in the Intercept Notice or to funds available to the School in any amount or at any time.

Allocation of Revenues. Promptly upon receipt, the Bond Trustee shall deposit the Payments to the Revenue Fund. On or before [June] 25th and [December] 25th of each year, commencing [June 25, 2026], the Bond Trustee shall transfer from the Revenue Fund and deposit into the following respective accounts (each of which the Bond Trustee shall establish and maintain within the Revenue Fund) and then to the Rebate Fund, the following amounts, in the following order of priority, the requirements of each such account or fund (including the making up of any deficiencies in any such account resulting from lack of Payments sufficient to make any earlier required deposit) at the time of deposit to be satisfied before any transfer is made to any account or fund subsequent in priority; provided, however, no moneys deposited in the Revenue Fund pursuant to the Intercept shall be deposited to the Rebate Fund:

(1) To the Interest Account, the aggregate amount of interest becoming due and payable on the next succeeding Interest Payment Date on all Bonds then Outstanding, until the balance in said account is equal to said aggregate amount of interest;

(2) To the Principal Account, one-half of the aggregate amount of principal becoming due to and payable on the next succeeding Principal Payment Date, until the balance in said Principal Account is equal to said aggregate amount of such principal and Mandatory Sinking Account Payments; provided that from the date of delivery of the Bonds until the first Principal Payment Date with respect to the Bonds (if less than twelve months), transfers to the Principal Account shall be sufficient on a pro rata basis to pay the principal and Mandatory Sinking Account Payments becoming due and payable on said Principal Payment Date;

(3) To the Grant-Funded Reserve Subaccount of the Reserve Account, (a) the greater of (i) the amount designated for deposit to the Grant-Funded Reserve Subaccount

of the Reserve Account in a written direction of the Borrower, and (ii) the aggregate amount of each prior withdrawal from the Grant-Funded Reserve Subaccount of the Reserve Account for the purpose of making up a deficiency in the Interest Account or the Principal Account (until deposits on account of such withdrawal are sufficient to fully restore the amount withdrawn), and (b) in the event the balance in said subaccount shall be less than the amount deposited in such subaccount pursuant to Section 3.02(f) hereof due to valuation of the Eligible Securities deposited therein in accordance with Section 5.06 hereof , the amount necessary to increase the balance in said account to an amount at least equal to the amount deposited in such subaccount pursuant to Section 3.02(f) hereof (until deposits on account of such valuation deficiency are sufficient to increase the balance in said account to said amount);

(4) To the Bond Reserve Subaccount of the Reserve Account, (a) the greater of (i) the amount designated for deposit to the Bond Reserve Subaccount of the Reserve Account in a written direction of the Borrower, and (ii) one-half of the aggregate amount of each prior withdrawal from the Reserve Account for the purpose of making up a deficiency in the Interest Account or Principal Account (until deposits on account of such withdrawal are sufficient to fully restore the amount withdrawn), provided that no deposit need be made into the Bond Reserve Subaccount if the balance in the Reserve Account is at least equal to the Reserve Account Requirement, and (b) in the event the balance in said account shall be less than the Reserve Account Requirement due to valuation of the Eligible Securities deposited therein in accordance with Section 5.06 hereof, the amount necessary to increase the balance in said account to an amount at least equal to the Reserve Account Requirement (until deposits on account of such valuation deficiency are sufficient to increase the balance in said account to said amount);

(5) [On June 25, 2026, $[_____], and beginning December 25, 2026, to the Repair and Replacement Fund, (a) the greatest of (i) the amount designated for deposit in the Repair and Replacement Fund in a written direction of the Borrower, (ii) $[_____], and (iii) one-third of the aggregate amount of each prior withdrawal from the Repair and Replacement Fund, provided that no deposit need be made into the Repair and Replacement Fund (x) in excess of one-fourth of the Repair and Replacement Fund Requirement or (y) if the balance in said account is at least equal to the Repair and Replacement Fund Requirement, and (b) in the event the balance in said account shall be less than the Repair and Replacement Fund Requirement due to valuation of the Eligible Securities deposited therein in accordance with Section 5.10, the amount necessary to increase the balance in said account to an amount at least equal to the Repair and Replacement Fund Requirement (until deposits on account of such valuation deficiency are sufficient to increase the balance in said account to said amount); and]

(6) To the Rebate Fund, such amounts as are required to be deposited therein by written instruction from the Borrower given in accordance with this Indenture (including the Tax Certificate).

Moneys remaining in the Revenue Fund after the foregoing transfers shall be transferred on January 1 and July 1 of each year, commencing [July 1, 2026], by the Bond Trustee to the Borrower, free and clear of the Lien of this Indenture.

Application of Interest Account. All amounts in the Interest Account shall be used and withdrawn by the Bond Trustee solely for the purpose of paying interest on the Bonds as it shall become due and payable (including accrued interest on any Bonds purchased or redeemed prior to maturity pursuant to this Indenture).

Application of Principal Account. All amounts in the Principal Account shall be used and withdrawn by the Bond Trustee solely for the purpose of paying the principal or Mandatory Sinking Account Payments of the Bonds, as provided herein with respect to Bonds.

(a) The Bond Trustee shall establish and maintain within the Principal Account a separate subaccount for the Bonds, designated as the "____ Sinking Account," inserting therein the Series and maturity (if more than one such account is established) for each Term Bond. On or before July 1 in each year, the Bond Trustee shall transfer the amount deposited in the Principal Account on that date pursuant to Section 5.02 from the Principal Account to the Sinking Account for the purpose of making a Mandatory Sinking Account Payment (if such deposit is required in such month). With respect to the Sinking Account, on each Mandatory Sinking Account Payment date established for the Sinking Account, the Bond Trustee shall transfer the amount deposited in the Principal Account pursuant to Section 5.02 for the purpose of applying the Mandatory Sinking Account Payment required on that date to the redemption (or payment at maturity, as the case may be) of Bonds, upon the notice and in the manner provided in Article IV; provided that, at any time prior to giving such notice of such redemption, the Bond Trustee shall apply such moneys to the purchase of Bonds at public or private sale, as and when and at such prices (including brokerage and other charges, but excluding accrued interest, which is payable from the Interest Account) as the Borrower may direct, in writing, except that the purchase price (excluding accrued interest) shall not exceed the par amount of such Bonds. If, during the twelve-month period immediately preceding said Mandatory Sinking Account Payment date, the Bond Trustee has purchased Bonds with moneys in the Sinking Account, or, during said period and prior to giving said notice of redemption, the Borrower has deposited Bonds with the Bond Trustee, or Bonds were at any time purchased or redeemed by the Bond Trustee from the Redemption Fund and allocable to said Mandatory Sinking Account Payment, such Bonds so purchased or deposited or redeemed shall be applied, to the extent of the full principal amount thereof, to reduce said Mandatory Sinking Account Payment. All Bonds purchased or deposited pursuant to this subsection shall be delivered to the Bond Trustee and cancelled. Any amounts remaining in the Sinking Account when all of the Bonds are no longer Outstanding shall be withdrawn by the Bond Trustee and transferred to the Revenue Fund. All Bonds purchased from the Sinking Account or deposited by the Borrower with the Bond Trustee shall be allocated first to the next succeeding Mandatory Sinking Account Payment, then to the remaining Mandatory Sinking Account Payments as the Borrower directs in writing along with a revised sinking fund schedule giving effect to the purchase so completed.

(b) Subject to the terms and conditions set forth in this Section and in Section 4.03, the Term Bonds shall be redeemed (or paid at maturity, as the case may be) by application of Mandatory Sinking Account Payments in the following amounts and on the following dates:

(i) The Tax-Exempt Term Bonds maturing July 1, 20[__] that are issued in an initial principal amount of $[_____]:

Mandatory Redemption Date (July 1)	Principal Amount
	$

†

† Final Maturity

(ii) The Tax-Exempt Term Bonds maturing July 1, 20[__] that are issued in an initial principal amount of $[_____]:

Mandatory Redemption Date (July 1)	Principal Amount
	$

†

† Final Maturity

(iii) The Tax-Exempt Term Bonds maturing July 1, 20[__] that are issued in an initial principal amount of $[_____]:

Mandatory Redemption Date (July 1)	Principal Amount
	$

†

† Final Maturity

Establishment and Application of Project Fund. The moneys in the Project Fund shall be disbursed pursuant to Requisitions of the Borrower, which shall be substantially in the form of Exhibit C. Each such Requisition of the Borrower shall be sufficient evidence to the Bond Trustee of the facts stated therein and the Bond Trustee shall have no duty to confirm the accuracy of such facts. No moneys in the Project Fund shall be used to pay Costs of Issuance. The Bond Trustee shall accept moneys from the Borrower, or on behalf of the Borrower, for deposit in the Project Fund from time to time.

(b) Upon completion of the Project, the Borrower shall deliver a Completion Certificate to the Bond Trustee and make the final requisition of funds from the Project Fund. Any amounts thereafter remaining in such Project Fund shall be transferred by the Bond Trustee, at the direction of the Borrower (i) to the Revenue Fund for payment of principal of and/or interest on the Bonds, or (ii) to the Borrower upon delivery to the Trustee of (A) a written request of the Borrower and (B) if any amounts deposited into the Project Fund were proceeds of the Tax-Exempt Bonds, delivery of an Opinion of Bond Counsel to the effect that such transfer would not adversely affect the exclusion from gross income for federal income tax purposes of interest on the Tax-Exempt Bonds. Upon such transfer, the Project Fund shall be closed.

Application of Reserve Account. Within the Reserve Account, the Bond Trustee shall establish and maintain the Bond Reserve Subaccount and the Grant-Funded Reserve Subaccount. All amounts in the Reserve Account shall be used and withdrawn by the Bond Trustee, solely for the purpose of making up any deficiency in the Revenue Fund, Interest Account or Principal Account that exists on the date when monies on deposit in the Revenue Fund, Interest Account or Principal Account are required to be applied, as provided in Sections 5.03 and 5.04 hereof, or (together with any other moneys available therefor) for the payment or redemption of all Bonds then Outstanding; provided, however, that monies and securities held by the Bond Trustee in the Grant-Funded Reserve Subaccount shall not be used for the redemption of all Bonds then Outstanding pursuant to Section 4.01 or Section 4.02. The Borrower shall have no right, title, or interest in any amounts on deposit in the Grant-Funded Reserve Subaccount. The Trustee shall hold such amounts exclusively for the benefit of the Authority and the Bondholders. The Bond Trustee shall draw from the Bond Reserve Subaccount until exhausted prior to drawing from the Grant-Funded Reserve Subaccount.

(a) The Bond Trustee shall notify the Authority and the Borrower immediately of any withdrawal from the Reserve Account for the purpose of making up a deficiency in the Interest Account or Principal Account, which notice shall specify the amount of such withdrawal from each of the Bond Reserve Subaccount and the Grant-Funded Reserve Subaccount. The Bond Trustee shall notify the Authority immediately of the final maturity, earlier redemption in full of the Bonds or the date on which no Bonds are Outstanding hereunder (including as provided in Article X hereof).

(b) Immediately following the date on which no Bonds are Outstanding hereunder (including as provided in Article X hereof), the Bond Trustee shall transfer to the

Authority any amounts remaining on deposit in the Grant-Funded Reserve Subaccount. Thereafter the Bond Trustee shall close the Grant-Funded Reserve Subaccount.

(c) Amounts on deposit in the Reserve Account shall be valued by the Bond Trustee at their fair market value each January 1 and July 1, and the Bond Trustee shall notify the Borrower of the results of such valuation. If the amount on deposit in the Reserve Account on the first (1st) Business Day following such valuation is less than one hundred percent (100%) of the Reserve Account Requirement, the Borrower has agreed in the Loan Agreement to make the deposits to the Reserve Account required by Section 5.02. If the amount on deposit in the Reserve Account on the first (1st) Business Day following such valuation is greater than the Reserve Account Requirement, then (i) the amount of money on deposit in the Grant-Funded Reserve Subaccount greater than $[Grant-Funded Reserve Deposit] shall be paid to the Authority free and clear of the lien of the Indenture and (ii) any additional excess shall be withdrawn from the Bond Reserve Subaccount of the Reserve Account and transferred to the Revenue Fund.

Establishment and Application of Redemption Fund. The Bond Trustee shall, as and when needed, establish and maintain within the Redemption Fund a separate Optional Redemption Account and a separate Special Redemption Account. The Bond Trustee shall accept all moneys deposited for redemption and shall deposit such moneys into the Optional Redemption Account or the Special Redemption Account, as applicable. All amounts deposited in the Optional Redemption Account and in the Special Redemption Account shall be accepted and used and withdrawn by the Bond Trustee solely for the purpose of redeeming Bonds, in the manner and upon the terms and conditions specified in Article IV, at the next succeeding date of redemption for which notice has not been given and at the redemption prices then applicable to redemptions from the Optional Redemption Account and the Special Redemption Account, respectively; provided that, at any time prior to giving such notice of redemption, the Bond Trustee shall, upon written direction of the Borrower, apply such amounts to the purchase of Bonds at public or private sale, as and when and at such prices (including brokerage and other charges, but excluding accrued interest, which is payable from the Interest Account) as the Borrower may direct, except that the purchase price (exclusive of accrued interest) may not exceed the redemption price then applicable to such Bonds (or, if such Bonds are not then subject to redemption, the par value of such Bonds); and provided further that in the case of the Optional Redemption Account in lieu of redemption at such next succeeding date of redemption, or in combination therewith, amounts in such account may be transferred to the Revenue Fund and credited against Loan Repayments in order of their due date as set forth in a Request of the Borrower.

Rebate Fund. The Bond Trustee shall, as and when needed, establish and maintain, when required, a fund separate from any other fund established and maintained hereunder designated as the Rebate Fund. Within the Rebate Fund, the Bond Trustee shall maintain such accounts as shall be necessary to comply with instructions of the Borrower given pursuant to the terms and conditions of the Tax Certificate. Subject to the transfer provisions provided in paragraph (e) below, all money at any time deposited in the Rebate Fund shall be held by the Bond Trustee in trust, to the extent required to satisfy the Rebate Requirement (as defined in the Tax Certificate), for payment to the federal government of the United States of America. Neither the Authority, the Borrower nor the Holder of any Bonds shall have any rights in or claim to such money. All amounts deposited into or on deposit in the Rebate Fund shall be governed by this

Section, by Section 6.09 and by the Tax Certificate (which is incorporated herein by reference). The Bond Trustee shall be deemed conclusively to have complied with such provisions if it follows the directions of the Borrower including supplying all necessary information in the manner provided in the Tax Certificate, and shall have no liability or responsibility to enforce compliance by the Borrower or the Authority with the terms of the Tax Certificate or any other tax covenants contained herein. The Bond Trustee shall not be responsible for calculating rebate amounts or for the adequacy or correctness of any rebate report or rebate calculations. The Bond Trustee shall have no independent duty to review such calculations or enforce the compliance by the Borrower with such rebate requirements. The Bond Trustee shall have no duty or obligation to determine the applicability of the Code and shall only be obligated to act in accordance with written instructions provided by the Borrower.

(a) Upon the Borrower's written direction, an amount shall be deposited to the Rebate Fund by the Bond Trustee from deposits by the Borrower, if and to the extent required, so that the balance in the Rebate Fund shall equal the Rebate Requirement. Computations of the Rebate Requirement shall be furnished by or on behalf of the Borrower in accordance with the Tax Certificate. The Bond Trustee shall supply to the Borrower and/or the Authority all necessary information in its possession in the manner provided in the Tax Certificate to the extent such information is reasonably available to the Bond Trustee.

(b) The Bond Trustee shall have no obligation to rebate any amounts required to be rebated pursuant to this Section, other than from moneys held in the funds and accounts created under this Indenture or from other moneys provided to it by the Borrower.

(c) At the written direction of the Borrower, which direction shall comply with the requirements of the Tax Certificate, the Bond Trustee shall invest all amounts held in the Rebate Fund in Eligible Securities. Moneys shall not be transferred from the Rebate Fund except as provided in paragraph (e) below. The Bond Trustee shall not be liable for any consequences arising from such investment.

(d) Upon receipt of the Borrower's written directions, the Bond Trustee shall remit part or all of the balances in the Rebate Fund to the United States, as so directed. In addition, if the Borrower so directs, the Bond Trustee shall deposit money into or transfer money out of the Rebate Fund from or into such accounts or funds as directed by the Borrower's written directions; provided, however, only moneys in excess of the Rebate Requirement may, at the written direction of the Borrower or the Authority, be transferred out of the Rebate Fund to such other accounts or funds or to anyone other than the United States in satisfaction of the arbitrage rebate obligation. Any funds remaining in the Rebate Fund after each five year remission to the United States of America, redemption and payment of all of the Bonds and payment and satisfaction of any Rebate Requirement, or provision made therefor satisfactory to the Bond Trustee, shall be withdrawn and remitted to the Borrower.

(e) Notwithstanding any other provision of this Indenture, including in particular Article X, the obligation to remit the Rebate Requirement to the United States and to comply with all other requirements of this Section, Section 6.09 and the Tax Certificate shall survive the defeasance or payment in full of the Bonds.

Establishment and Application of Costs of Issuance Fund; Insurance and Condemnation Proceeds Fund. The Bond Trustee shall establish, maintain and hold in trust a separate fund designated as the "Costs of Issuance Fund." Moneys deposited in said fund shall be used and withdrawn by the Bond Trustee to pay the Costs of Issuance of the Bonds upon Requisition of the Borrower stating the person to whom payment is to be made, the amount to be paid, the purpose for which the obligation was incurred and that such payment is a proper charge against said fund, and including a copy of the invoice or statement evidencing the costs incurred. On the one hundred eightieth (180th) day following the initial issuance of the Bonds, or upon the earlier Request of the Borrower, amounts, if any, remaining in the Costs of Issuance Fund shall be transferred to the Revenue Fund.

(a) As and when needed, the Master Trustee shall establish, maintain and hold in trust a separate fund designated as the "Insurance and Condemnation Proceeds Fund," and administer said fund as set forth in Section 3.03 of the Master Indenture of Trust.

Establishment and Application of the Repair and Replacement Fund.

The Bond Trustee shall establish, maintain and hold in trust a separate fund designated as the "Repair and Replacement Fund," which shall be used solely for the purposes set forth in this Section 5.10.

(a) The Bond Trustee shall withdraw funds from the Repair and Replacement Fund to pay for capital items not budgeted as ordinary maintenance and repair costs related to the Facility.

(b) Moneys in the Repair and Replacement Fund to be used for the purpose described in the preceding paragraph subsection (b) shall be disbursed upon receipt of a Requisition of the Borrower for payment substantially in the form attached hereto as Exhibit D, which, by this reference thereto, is incorporated herein, executed by the Authorized Borrower Representative, and the Bond Trustee shall issue its checks or a wire transfer for each such disbursement upon receipt of such a requisition. The Bond Trustee may conclusively rely upon such Requisition and shall have no responsibility or duty to investigate any of the matters set forth therein.

(c) Amounts on deposit in the Repair and Replacement Fund shall be valued by the Bond Trustee at their fair market value each January 1 and July 1, and the Bond Trustee shall notify the Borrower of the results of such valuation in the form of its regular periodic statement. If the amount on deposit in the Repair and Replacement Fund on the first (1st) Business Day following such valuation is less than one hundred percent (100%) of the Repair and Replacement Fund Requirement, the Borrower has agreed in the Loan Agreement to make the deposits to the Repair and Replacement Fund required by Section 5.02. If the amount on deposit in the Repair and Replacement Fund on the first (1st) Business Day following such valuation is greater than the Repair and Replacement Fund Requirement, then any additional excess shall be withdrawn from the Repair and Replacement Fund and transferred to the Revenue Fund.

(d) When (i) the amount of principal of, and premium, if any, and interest on the Outstanding Bonds is equal to or less than the sum of the balance of the Revenue Fund, the balance of the Reserve Fund, the balance of the Redemption Fund and the balance of the Repair and Replacement Fund, and (ii) all other amounts owed under the Loan Agreement and this Indenture shall have been paid, moneys held in the Repair and Replacement Fund may be deposited into the Revenue Fund and credited against payments of Loan Repayments required under Section 3.02 of the Loan Agreement.

Investment of Moneys in Funds and Accounts. All moneys in any of the funds and accounts established pursuant to this Indenture, except the Grant-Funded Reserve Subaccount of the Reserve Account, shall be invested by the Bond Trustee solely in such Eligible Securities as are specified in a Request of the Borrower, provided, however, that, if the Borrower does not file such a Request with the Bond Trustee, the Bond Trustee shall invest to the extent practicable in investments described in clause (7) of the definition of the term "Eligible Securities" in Section 1.01 of this Indenture; provided, however, that any such investment shall be made by the Bond Trustee only if, prior to the date on which such investment is to be made, the Bond Trustee shall have received a Request of the Borrower specifying a specific money market fund and, if no such Request of the Borrower is so received, the Bond Trustee shall hold such moneys uninvested.

All moneys in the Grant-Funded Reserve Subaccount of the Reserve Account shall be invested by the Bond Trustee solely in such Grant-Funded Reserve Eligible Securities as are specified in a Request of the Borrower, provided, however, that, if the Borrower does not file such a Request with the Bond Trustee, the Bond Trustee shall invest to the extent practicable in investments described in clause five (5) of the definition of the term "Grant-Funded Reserve Eligible Securities" in Section 1.01 of this Indenture; provided, however, that any such investment shall be made by the Bond Trustee only if, prior to the date on which such investment is to be made, the Bond Trustee shall have received a Request of the Borrower specifying a specific money market fund and, if no such Request of the Borrower is so received, the Bond Trustee shall hold such moneys uninvested.

All interest, profits and other income received from the investment of moneys shall be deposited in the Revenue Fund; provided, however, all interest, profits and other income received from the investment of moneys in the Project Fund shall remain in the Project Fund; and provided, however, all interest, profits and other income received from the investment of moneys in the Bond Reserve Subaccount and the Grant-Funded Reserve Subaccount of the Reserve Account shall remain in such Subaccount.

Investments in any and all funds and accounts established pursuant to this Indenture may be commingled for purposes of making, holding and disposing of investments, notwithstanding provisions herein for transfer to or holding in a particular fund amounts received or held by the Bond Trustee hereunder, provided that the Bond Trustee shall at all times account for such investments strictly in accordance with the particular funds to which they are credited and otherwise as provided in this Indenture. The Bond Trustee may act as principal or agent in the making or disposing of any investment. To the extent Eligible Securities are registrable, such investments shall be registered in the name of the Bond Trustee. The Bond Trustee may sell or present for redemption, any securities so purchased whenever it shall be necessary to provide

moneys to meet any required payment, transfer, withdrawal or disbursement from the fund or account to which such securities are credited, and the Bond Trustee shall not be liable or responsible for any loss resulting from such investment. The Bond Trustee shall have no investment discretion. The Authority, the Borrower and all other parties in interest hereto acknowledge that the Bond Trustee is not providing investment supervision, recommendations, or advice.

The Bond Trustee is hereby authorized, in making or disposing of any investment permitted by this Section, to deal with itself (in its individual capacity) or with any one or more of its affiliates, whether it or such affiliate is acting as an agent of the Bond Trustee or for any third person or dealing as principal for its own account.

No float forward or forward purchase agreement or other arrangement, agreement or financial product may be utilized in connection with the Revenue Fund.

The Borrower acknowledges that to the extent regulations of the Comptroller of the Currency or other applicable regulatory entity grant the Borrower the right to receive brokerage confirmations of security transactions as they occur, the Borrower specifically waives receipt of such confirmations to the extent permitted by law. The Bond Trustee will furnish the Borrower periodic cash transaction statements which include detail for all investment transactions made by the Bond Trustee hereunder.

Amounts Remaining in Funds and Accounts. Any amounts remaining in the Revenue Fund or any other fund or account established hereunder after payments in full of the Bonds (or after provision for payment thereof as provided herein) and payment of the fees, charges and expenses of the Bond Trustee and the Authority, shall belong and be paid to the Borrower by the Bond Trustee.

ARTICLE VI

COVENANTS

Punctual Payment. The Authority shall punctually pay, but only out of Payments and pledged funds as herein provided, the principal and interest to become due in respect of every Bond issued hereunder at the times and places and in the manner provided herein and in the Bonds, according to the true intent and meaning thereof.

Extension of Payment of Bonds. The Authority shall not directly or indirectly extend or assent to the extension of the maturity of any of the Bonds or the time of payment of any of the claims for interest by the purchase or funding of such Bonds or claims for interest or by any other arrangement except with the written consent of the Bondholders and, if the maturity of any of the Bonds or the time of payment of any such claims for interest shall be extended without the written consent of the Bondholders, such Bonds or claims for interest shall not be entitled, in case of any default hereunder, to the benefits of this Indenture, except subject to the prior payment in full of the principal of all of the Bonds then Outstanding and of all claims for interest thereon which shall not have been so extended. Nothing in this Section shall be deemed to limit

the right of the Authority to issue Bonds for the purpose of refunding any Outstanding Bonds, and such issuance shall not be deemed to constitute an extension of maturity of Bonds.

Encumbrance Upon Payments. The Authority shall not create, or permit the creation of, any pledge, lien, charge or other encumbrance upon the Payments and other assets pledged or assigned under this Indenture while any of the Bonds are Outstanding, except the pledge and assignment created by this Indenture. Subject to this limitation, the Authority expressly reserves the right to enter into one or more other indentures for any of its corporate purposes, including other programs under the Act, and reserves the right to issue other obligations for such purposes.

Power to Issue Bonds and Make Pledge and Assignment. The Authority is duly authorized pursuant to law to issue the Bonds and to enter into this Indenture and to pledge and assign the Payments and other assets purported to be pledged and assigned, respectively, under this Indenture in the manner and to the extent provided in this Indenture. The Bonds and the provisions of this Indenture are and will be the valid and binding limited obligations of the Authority, and the Authority and Trustee shall at all times, to the extent permitted by law and subject to the provisions of this Indenture, be entitled to defend, preserve and protect said pledge and assignment of Payments and other assets and all the rights of the Bondholders under this Indenture against all claims and demands of all persons whomsoever.

Accounting Records and Financial Statements. The Bond Trustee shall at all times keep, or cause to be kept, proper books of record and account, prepared in accordance with the Bond Trustee's accounting practices for books of record and account relating to similar trust accounts and in accordance with the customary standards of the corporate trust industry for such books of record and account, in which complete and accurate entries shall be made of all transactions made by it relating to the proceeds of Bonds, the Payments, the Loan Agreement and all funds and accounts established pursuant to this Indenture. Such books of record and account shall be available for inspection by the Authority, the Borrower and any Bondholder, or his agent or representative duly authorized in writing, at reasonable hours, upon reasonable notice and under reasonable circumstances.

Other Covenants; Amendment of the Loan Agreement and the School Loan Agreement. Subject to the provisions of this Indenture, the Bond Trustee shall promptly collect all amounts due pursuant to the Loan Agreement and, upon an Event of Default, diligently enforce and take all steps, actions and proceedings reasonably necessary for the enforcement of all of the rights of the Authority under the Loan Agreement assigned to it pursuant to Section 5.01(b) hereof.

(a) The Authority shall not amend, modify or terminate any of the terms of the Loan Agreement or the School Loan Agreement, or consent to any such amendment, modification or termination, without the prior written consent of the Bond Trustee. The Bond Trustee shall give such written consent if but only if (1) it has received a written representation from the Borrower to the effect that such amendment or modification will not materially and adversely affect the interests of the Holders of the Bonds; provided that, if an Event of Default described in paragraph (a), (b) or (c) of Section 7.01 has occurred and is continuing, the Bond Trustee rather than the Borrower shall make a determination that such amendment or modification will not materially and adversely affect the interests of the Holders of the Bonds

(provided that, in making such determination, the Bond Trustee may conclusively rely on written representations of financial consultants or advisors or the opinion or advice of counsel), or (2) the Holders of a majority in aggregate principal amount of the Bonds then Outstanding consent in writing to such amendment, modification or termination, provided that no such amendment, modification or termination shall reduce the amount of Loan Repayments payable to the Authority, or extend the time for making such payments, without the written consent of all of the Holders of the Bonds then Outstanding.

(b) The Bond Trustee shall promptly collect all amounts due from the Borrower pursuant to the Loan Agreement and Obligation No. 2 shall, upon an Event of Default, diligently enforce, and take all steps, actions and proceedings reasonably necessary for the enforcement of, all of the rights of the Authority (other than the Retained Rights) and all of the obligations of the Borrower under the Loan Agreement and Obligation No. 2, subject to all rights and protections contained in this Indenture.

Further Assurances. The Authority will make, execute and deliver any and all such further indentures, instruments and assurances as may be reasonably necessary or proper to carry out the intention or to facilitate the performance of this Indenture and for the better assuring and confirming unto the Holders of the Bonds of the rights and benefits provided in this Indenture.

Continuing Disclosure. Pursuant to Section 4.06 of the Loan Agreement, the Borrower has undertaken all responsibility for compliance with continuing disclosure requirements pursuant to Securities and Exchange Commission Rule 15c2-12(b)(5), and the Authority shall have no liability to the Holders of the Bonds or any other person with respect to Securities and Exchange Commission Rule 15c2-12. The Dissemination Agent has covenanted under the Continuing Disclosure Agreement that it will comply with and carry out all of the provisions of the Continuing Disclosure Agreement and Section 4.06 of the Loan Agreement applicable to it. Notwithstanding any other provision of this Indenture, failure of the Borrower or the Dissemination Agent to comply with the Continuing Disclosure Agreement shall not be considered an Event of Default; however, the Bond Trustee at the written request of the Underwriter (as defined in the Continuing Disclosure Agreement) or the Holders of at least 25% aggregate principal amount of Outstanding Bonds, shall (but only to the extent the Bond Trustee has been tendered funds in an amount satisfactory to it or it has been otherwise indemnified from and against any loss, liability, cost or expense, including without limitation, fees and expenses of its counsel and agents and additional fees and charges of the Bond Trustee) or any Bondholder or Beneficial Owner may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the Borrower to comply with its obligations under Section 4.06 of the Loan Agreement or, as to any Bondholder or Beneficial Owner, to cause the Bond Trustee to comply with its obligations under this Section. For purposes of this Section, "Beneficial Owner" means any person which (1) has the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Bonds (including persons holding Bonds through nominees, depositories or other intermediaries), or (2) is treated as the owner of any Bonds for federal income tax purposes.

Tax Covenants. The Authority covenants that it shall not take any action, or fail to take any action, if such action or failure to take such action would result in the interest on the Tax-Exempt Bonds not being excluded from gross income for federal income tax purposes under

Section 103 of the Code. Without limiting the generality of the foregoing, the Authority covenants that it will comply with the requirements of the Tax Certificate, which is incorporated herein as if fully set forth herein. This covenant shall survive the payment in full or the defeasance of the Tax-Exempt Bonds.

(a) In the event that at any time the Authority is of the opinion that for purposes of this Section it is necessary or helpful to restrict or limit the yield on the investment of any moneys held by the Bond Trustee under this Indenture, the Authority may so instruct the Bond Trustee in a Request of the Authority accompanied by a supporting Opinion of Bond Counsel, and the Bond Trustee shall take such action as may be directed in accordance with such instructions.

(b) Notwithstanding any provisions of this Section, if the Authority shall provide to the Bond Trustee an Opinion of Bond Counsel to the effect that any specified action required under this Section is no longer required or that some further or different action is required to maintain the exclusion from federal income tax of interest on the Tax-Exempt Bonds, the Bond Trustee may conclusively rely on such opinion in complying with the requirements of this Section and the Tax Certificate, and the covenants hereunder shall be deemed to be modified to that extent.

Intercept Covenants. The Bond Trustee shall, on each Interest Payment Date, each Principal Payment Date, or on any date which a transfer from the Controller to the Bond Trustee is scheduled pursuant to the Intercept Notice, notify the Authority and the Borrower of any shortfall in amounts received by the Bond Trustee from the Controller compared to the amounts set forth in the Intercept Notice for such date. If, subsequent to any shortfall for which the Bond Trustee has sent notice pursuant to the preceding sentence, the Bond Trustee shall receive payment of amounts sufficient to cure such shortfall, the Bond Trustee shall, within ten (10) Business Days thereof, notify the Authority and the Borrower of the receipt of such payment.

ARTICLE VII

EVENTS OF DEFAULT; REMEDIES ON DEFAULT

Events of Default; Waiver of Default. If one or more of the following events ("Events of Default") shall happen, that is to say-

(a) if default shall be made by the Authority in the due and punctual payment of the principal of any Bond as the same shall become due and payable (whether at maturity, by declaration or otherwise);

(b) if default shall be made by the Authority in the due and punctual payment of interest on any Bond when and as such interest shall become due and payable;

(c) if any occurrence and continuance of an "Event of Default" under the Loan Agreement; or

(d) if default shall be made by the Authority in the performance or observance of any other of the covenants, agreements or conditions on its part in this Indenture or in the

Bonds contained, and such default shall have continued for a period of sixty (60) days after written notice thereof, specifying such default and requiring the same to be remedied, shall have been given to the Authority by the Bond Trustee, or to the Authority, the Borrower and the Bond Trustee by the Holders of not less than a majority in aggregate principal amount of the Bonds at the time Outstanding, except that, in each case, if such failure can be remedied but not within such 60-day period, such failure shall not become an Event of Default for so long as the Authority shall diligently proceed to remedy the same In accordance and subject to any directions or limitations of time established by the Master Trustee;

then and in each and every such case during the continuance of such Event of Default, the provisions of Section 7.02 shall apply.

Institution of Legal Proceedings by Bond Trustee. If one or more of the Events of Default shall occur, the Bond Trustee in its discretion may, and upon the written request of the Holders of a majority in principal amount of the Bonds then Outstanding, and upon being indemnified to its satisfaction therefor, the Bond Trustee shall proceed to protect or enforce its rights or the rights of the holders of Bonds under this Indenture, the Loan Agreement, the School Loan Agreement, and Obligation No. 2, by a suit in equity or action at law, either for the specific performance of any covenant or agreement contained herein or therein, or in aid of the execution of any power herein or therein granted, or by mandamus or other appropriate proceeding for the enforcement of any other legal or equitable remedy as the Bond Trustee shall deem most effectual in support of any of its rights or duties hereunder, provided that any such request from the Bondholders shall not be in conflict with any rule of law or with this Indenture, expose the Bond Trustee to personal liability or be unduly prejudicial to Bondholders not joining therein.

(a) Notwithstanding anything to the contrary in this Indenture, the Authority shall have no obligation to, and instead the Bond Trustee may, without further direction from the Authority, take any and all steps, actions and proceedings, to enforce any or all rights of the Authority (other than those specifically retained by the Authority pursuant to Section 5.01 of this Indenture) under this Indenture or the Loan Agreement, including, without limitation, the rights to enforce the remedies upon the occurrence and continuation of an Event of Default and the obligations of the Borrower under the Loan Agreement.

Application of Moneys Collected by Bond Trustee. Any moneys collected by the Bond Trustee pursuant to Section 7.02 hereof and any other amounts then held by the Bond Trustee under this Indenture, shall be applied in the following order, at the date or dates fixed by the Bond Trustee and, in the case of distribution of such moneys on account of principal upon presentation of the Bonds, and stamping thereon the payment, if only partially paid, and upon surrender thereof, if fully paid:

First: To the payment of costs and expenses of collection and reasonable compensation to the Bond Trustee for its own services and for the services of counsel, agents and employees by it properly engaged and employed, and all other expenses and liabilities incurred, and for advances, together with interest on such advances at a rate per annum equal to the Bond yield plus two percent, made pursuant to the provisions of this Indenture.

Second: In case the principal of any of the Bonds shall have become due by declaration or otherwise and remains unpaid, first to the payment of interest in default, and then to the payment of the principal of all Bonds then due and unpaid, in every instance such payment to be made ratably to the persons entitled thereto without discrimination or preference.

Whenever moneys are to be applied pursuant to the provision of this Section, such moneys shall be applied at such times, and from time to time, as the Bond Trustee shall determine, having due regard to the amount of such moneys available for application and the likelihood of additional moneys becoming available for such application in the future. Whenever the Bond Trustee shall apply such funds, it shall fix the date (which shall be the Interest Payment Date unless the Bond Trustee shall deem another date more suitable) upon which such application is to be made and upon such date interest on the amounts of principal and past-due interest to be paid on such date shall cease to accrue.

Whenever all principal of and interest on all Bonds have been paid under the provisions of this Section and all fees, expenses and charges of the Bond Trustee (including without limitation those of its attorneys) have been paid, any balance remaining in the funds and accounts hereunder shall be paid to the Borrower.

Effect of Delay or Omission to Pursue Remedy. No delay or omission of the Bond Trustee or of any Holder of Bonds to exercise any right or power arising from any default shall impair any such right or power or shall be construed to be a waiver of any such default or acquiescence therein, and every power and remedy given by this Article VII to the Bond Trustee or to the Holders of Bonds may be exercised from time to time, and as often as shall be deemed expedient. In case the Bond Trustee shall have proceeded to enforce any right under this Indenture, and such proceedings shall have been discontinued or abandoned because of waiver or for any other reason, or shall have been determined adversely to the Bond Trustee, then and in every such case the Authority and the Bond Trustee, and the Holders of the Bonds, severally and respectively, shall be restored to their former positions and rights hereunder in respect to the trust estate; and all remedies, rights and powers of the Authority, the Bond Trustee and the Holders of the Bonds shall continue as though no such proceedings had been taken.

Remedies Cumulative. No remedy herein conferred upon or reserved to the Bond Trustee or to any Holder of the Bonds is intended to be exclusive of any other remedy, but each and every such remedy shall be cumulative and shall be in addition to every other remedy given hereunder or now or hereafter existing at law or in equity.

Covenant to Pay Bonds in Event of Default. The Authority covenants that, upon the happening of any Event of Default, the Authority shall pay, but only out of Payments, to the Bond Trustee, upon demand, for the benefit of the Holders of the Bonds, the whole amount then due and payable thereon (by declaration or otherwise) for interest and principal as the case may be, and all other sums which may be due hereunder or secured hereby, including reasonable compensation to the Bond Trustee and its agents and counsel and any expenses or liabilities incurred by the Bond Trustee hereunder and, its agents and counsel. In case the Authority shall fail to pay the same forthwith upon such demand, the Bond Trustee, in its own name and as trustee of an express trust, shall be entitled to institute proceedings at law or in equity in any court of competent jurisdiction to recover judgment for the whole amount due and unpaid,

together with costs and reasonable attorneys' fees, subject, however, to the condition that such judgment, if any, shall be limited to, and payable solely out of, Payments as herein provided and not otherwise. The Bond Trustee shall be entitled to recover such judgment as aforesaid, either before or after or during the pendency of any proceedings for the enforcement of this Indenture, and the right of the Bond Trustee to recover such judgment shall not be affected by the exercise of any other right, power or remedy for the enforcement of the provisions of this Indenture.

Bond Trustee Appointed Agent for Bondholders. The Bond Trustee is hereby appointed the agent and attorney-in-fact of the Holders of all Bonds Outstanding hereunder for the purpose of filing any claims relating to the Bonds.

Power of Bond Trustee to Control Proceedings. Subject to Section 7.09 hereof, in the event that the Bond Trustee, upon the happening of an Event of Default, shall have taken some action, by judicial proceedings or otherwise, pursuant to its duties hereunder, whether upon its own discretion or upon the request of the Holders of a majority in aggregate principal amount of the Bonds then Outstanding, it shall have full power, in the exercise of its discretion for the best interests of the Holders of the Bonds, with respect to the continuance, discontinuance, withdrawal, compromise, settlement or other disposal of such action; provided, however, that the Bond Trustee shall not, unless there no longer continues an Event of Default hereunder, discontinue, withdraw, compromise or settle, or otherwise dispose of any litigation pending at law or in equity, if at the time there has been filed with it a written request signed by the Holders of at least a majority in aggregate principal amount of the Bonds Outstanding hereunder opposing such discontinuance, withdrawal, compromise, settlement or other disposal of such litigation.

Limitation on Bondholders' Right to Sue. Notwithstanding any other provision hereof, no Holder of any Bond issued hereunder shall have the right to institute any suit, action or proceeding at law or in equity, for any remedy under or upon this Indenture, the Loan Agreement or Obligation No. 2, unless (a) such Holder shall have previously given to the Bond Trustee written notice of the occurrence of an Event of Default hereunder; (b) the Holders of at least a majority in aggregate principal amount of all the Bonds then Outstanding shall have made written request upon the Bond Trustee to exercise the powers hereinbefore granted or to institute such action, suit or proceeding in its own name; (c) said Holders shall have tendered to the Bond Trustee indemnity satisfactory to the Bond Trustee against the costs, expenses and liabilities to be incurred in compliance with such request; and (d) the Bond Trustee shall have refused or omitted to comply with such request for a period of sixty (60) days after such written request shall have been received by, and said tender of indemnity shall have been made to, the Bond Trustee.

Such notification, request, tender of indemnity and refusal or omission are hereby declared, in every case, to be conditions precedent to the exercise by any Holder of Bonds of any remedy hereunder; it being understood and intended that no one or more Holders of Bonds shall have any right in any manner whatever by his or their action to enforce any right under this Indenture, except in the manner herein provided, and that all proceedings at law or in equity to enforce any provision of this Indenture shall be instituted, had and maintained in the manner herein provided and for the equal benefit of all Holders of the Outstanding Bonds.

The right of any Holder of any Bond to receive payment of the principal of and interest on such Bond out of Payments and the funds pledged herein, as herein provided, on and after the respective due dates expressed in such Bond, or to institute suit for the enforcement of any such payment on or after such respective dates, shall not be impaired or affected without the consent of such Holder, notwithstanding the foregoing provisions of this Section or Section 7.08 of this Indenture or any other provision of this Indenture.

Authority Retained Rights. Nothing in this Article shall limit in any respect the right of the Authority to enforce or waive any of its Retained Rights under the Loan Agreement.

ARTICLE VIII

THE BOND TRUSTEE

Duties, Immunities and Liabilities of Bond Trustee. The Bond Trustee shall, prior to an Event of Default, and after the curing of all Events of Default which may have occurred, perform such duties and only such duties as are specifically set forth in this Indenture. The Bond Trustee shall, during the existence of any Event of Default which has not been cured and no implied duties (including fiduciary duties) shall be imposed on the Bond Trustee, exercise such of the rights and powers vested in it by this Indenture, and use the same degree of care and skill in their exercise, as a prudent person would exercise or use under the circumstances in the conduct of his or her own affairs.

(a) The Authority may remove the Bond Trustee at any time unless an Event of Default shall have occurred and then be continuing, and shall remove the Bond Trustee if at any time requested to do so by the Borrower (unless an Event of Default shall have occurred and then be continuing) or at any time by an instrument or concurrent instruments in writing signed by the Holders of not less than a majority in aggregate principal amount of the Bonds then Outstanding (or their attorneys duly authorized in writing) or if at any time the Bond Trustee shall cease to be eligible in accordance with subsection (e) of this Section, or shall become incapable of acting, or shall be adjudged a bankrupt or insolvent, or a receiver of the Bond Trustee or its property shall be appointed, or any public officer shall take control or charge of the Bond Trustee or of its property or affairs for the purpose of rehabilitation, conservation or liquidation, in each case by giving written notice of such removal to the Bond Trustee, and thereupon shall appoint, with the written consent of the Borrower (unless an Event of Default has occurred and is continuing, at which time consent of the Borrower shall not be required) and Holders of not less than a majority in aggregate principal amount of the Bonds then Outstanding (or their attorneys duly authorized in writing), a successor Bond Trustee by an instrument in writing.

(b) The Bond Trustee may at any time resign and be discharged from its duties and obligations hereunder by giving written notice of such resignation to the Authority, and by giving the Bondholders notice of such resignation by posting an electronic notice of such resignation through the Depository. Upon receiving such notice of resignation, the Authority shall appoint, with the written consent of the Borrower (unless an Event of Default has occurred and is continuing, at which time consent of the Borrower shall not be required) and Holders of

not less than a majority in aggregate principal amount of the Bonds then Outstanding (or their attorneys duly authorized in writing), a successor Bond Trustee by an instrument in writing.

(c) Any removal or resignation of the Bond Trustee and appointment of a successor Bond Trustee shall become effective upon acceptance of appointment by the successor Bond Trustee. If no successor Bond Trustee shall have been appointed and have accepted appointment within thirty (30) days of giving notice of removal or notice of resignation as aforesaid, the resigning Bond Trustee shall be entitled (at the sole cost and expense of the Authority, including with respect to reasonable attorneys' fees and expenses), or any Bondholder (on behalf of himself and all other Bondholders) may petition any court of competent jurisdiction for the appointment of a successor Bond Trustee or for other appropriate relief, and such court may thereupon, after such notice (if any) as it may deem proper, appoint such successor Bond Trustee, and any such resulting appointment or relief shall be binding upon all of the parties in interest hereto. Any successor Bond Trustee appointed under this Indenture shall signify its acceptance of such appointment by executing and delivering to the Authority and to its predecessor Bond Trustee a written acceptance thereof, and thereupon such successor Bond Trustee, without any further act, deed or conveyance, shall become vested with all the moneys, estates, properties, rights, powers, trusts, duties and obligations of such predecessor Bond Trustee, with like effect as if originally named Trustee herein; but, nevertheless at the Request of the Authority or the request of the successor Bond Trustee, such predecessor Bond Trustee shall execute and deliver any and all instruments of conveyance or further assurance and do such other things as may reasonably be required for more fully and certainly vesting in and conveying to such successor Bond Trustee all the right, title and interest of such predecessor Bond Trustee in and to any property held by it under this Indenture and shall pay over, transfer, assign and deliver to the successor Bond Trustee any money or other property subject to the trusts and conditions herein set forth. Upon request of the successor Bond Trustee, the Authority shall execute and deliver any and all instruments as may be reasonably required for more fully and certainly vesting in and confirming to such successor Bond Trustee all such moneys, estates, properties, rights, powers, trusts, duties and obligations. Upon acceptance of appointment by a successor Bond Trustee as provided in this subsection, the Borrower shall mail a notice of the succession of such Bond Trustee to the trusts hereunder to the Bondholders at the addresses shown on the Bond registration books maintained by the Bond Trustee. If the Borrower fails to mail such notice within thirty (30) days after acceptance of appointment by the successor Bond Trustee, the successor Bond Trustee shall cause such notice to be mailed at the expense of the Borrower.

(d) Any Bond Trustee appointed under the provisions of this Indenture shall be a national banking association, a trust institution or banking institution having trust powers, doing business and having a principal corporate trust office in California or, if it shall not have a principal corporate trust office in California, having the power under California law to perform all the duties of the Bond Trustee hereunder as evidenced by an opinion of its counsel, having, or if it is a member of a bank holding company system its parent shall have, a combined capital (exclusive of borrowed capital) and surplus of at least $50,000,000 and subject to supervision or examination by State or federal authorities. In case at any time the Bond Trustee shall cease to be eligible in accordance with the provisions of this subsection (e), the Bond Trustee shall resign immediately in the manner and with the effect specified in this Section.

(e) Upon the occurrence and continuance of an Event of Default, before taking any foreclosure action or any action which may subject the Bond Trustee to liability under any Environmental Law, the Bond Trustee may require that a satisfactory indemnity bond, indemnity or environmental impairment insurance be furnished for the payment or reimbursement of all expenses to which it may be put and to protect it against all liability resulting from any claims, judgments, damages, losses, penalties, fines, liabilities (including strict liability) and expenses which may result from such foreclosure or other action. The term "Environmental Laws" shall mean all federal, state and local environmental, land use, zoning, health, chemical use, safety and sanitation laws, statutes, ordinances and codes relating to the protection of the environment or governing the use, storage, treatment, generation, transportation, processing, handling, production or disposal of Hazardous Substances and the rules, regulations, policies, guidelines, interpretations, decisions, orders and directives of federal, state and local governmental agencies and authorities with respect thereto.

Merger or Consolidation. Any company into which any successor Bond Trustee may be merged or converted or with which it may be consolidated or any company resulting from any merger, conversion or consolidation to which it shall be a party or any company to which the successor Bond Trustee, if any, may sell or transfer all or substantially all of its corporate trust business, provided such company shall be eligible under subsection (e) of Section 8.01 hereof, shall be the successor to such successor Bond Trustee without the execution or filing of any paper or any further act, anything herein to the contrary notwithstanding.

Rights of Trustee. The recitals of facts herein and in the Bonds contained shall be taken as statements of the Authority, and the Bond Trustee does not assume any responsibility for the correctness of the same, or make any representations as to the validity or sufficiency of this Indenture, the Loan Agreement or the Bonds, or incur any responsibility in respect thereof, other than in connection with the duties or obligations herein or in the Bonds assigned to or imposed upon it. The Bond Trustee shall, however, be responsible for its representations contained in its certificate of authentication on the Bonds. The Bond Trustee shall not be liable in connection with the performance of its duties hereunder, except for its own negligence or willful misconduct.

(a) The Bond Trustee shall not be liable for any error of judgment made in good faith by a Responsible Officer, unless it shall be proved that the Bond Trustee was negligent in ascertaining the pertinent facts.

(b) The Bond Trustee shall not be liable with respect to any action taken or omitted to be taken by it in accordance with the direction of the Holders of not less than a majority in aggregate principal amount of the Bonds at the time Outstanding relating to the time, method and place of conducting any proceeding for any remedy available to the Bond Trustee, or exercising any trust or power conferred upon the Bond Trustee under this Indenture. The permissive right of the Bond Trustee to do things enumerated in this Indenture shall not be construed as a duty, and, with respect to such permissive rights, the Bond Trustee shall not be answerable for other than its negligence or willful misconduct. The Bond Trustee undertakes to perform such duties and only such duties as are specifically and expressly set forth in this Indenture. These duties shall be deemed purely ministerial in nature, and the Bond Trustee shall not be liable except for the performance of such duties, and no implied covenants or obligations

shall be read into this Indenture against the Bond Trustee. In no event shall the Bond Trustee be responsible or liable for special, indirect, punitive, incidental or consequential loss or damage of any kind whatsoever (including, but not limited to, loss of profit) irrespective of whether the Bond Trustee has been advised of the likelihood of such loss or damage and regardless of the form of action.

(c) The Bond Trustee shall be under no obligation to exercise any of the rights or powers vested in it by this Indenture at the request, order or direction of any of the Bondholders pursuant to the provisions of this Indenture unless such Bondholders shall have offered to the Bond Trustee reasonable security or indemnity against the costs, expenses and liabilities which may be incurred therein or thereby.

(d) The Bond Trustee shall not be deemed to have knowledge of any Event of Default other than an Event of Default under Section 7.01(a) or 7.01(b) hereof unless and until a Responsible Officer of the Bond Trustee shall have actual knowledge thereof, or shall have received written notice thereof, at its Principal Corporate Trust Office. Except as otherwise expressly provided herein, the Bond Trustee shall not be bound to ascertain or inquire as to, nor shall the Bond Trustee be responsible for or chargeable with, knowledge of, the performance or observance of any of the terms, conditions, covenants or agreements herein or of any of the instruments or documents executed in connection with the Bonds or as to the existence of an Event of Default hereunder. Neither the Bond Trustee nor any of its directors, officers, employees, agents or affiliates shall be responsible for nor have any duty to monitor the performance or any action of the Authority, Borrower, MERF, or any of their directors, members, officers, agents, affiliates or employee, nor shall it have any liability in connection with the malfeasance or nonfeasance by such party. The Bond Trustee may assume performance by all such Persons of their respective obligations. The Bond Trustee shall have no enforcement or notification obligations relating to breaches of representations or warranties of any other Person.

(e) No provision of this Indenture shall require the Bond Trustee to expend or risk its own funds or otherwise incur any financial liability in the performance of any of its duties hereunder, or in the exercise of its rights or powers. The Bond Trustee has no obligation or liability to the Bondholders for the payment of interest or principal with respect to the Bonds. The Bond Trustee shall be under no obligation to exercise any of the rights or powers vested in it by this Indenture at the request or direction of the Authority pursuant to the provisions of this Indenture, unless the Authority shall have offered to the Bond Trustee security or indemnity (satisfactory to the Bond Trustee in its sole and absolute discretion) against the costs, expenses (including fees and expenses of its attorneys) and liabilities which may be incurred by it in compliance with such request or direction.

(f) The Bond Trustee shall not be bound to ascertain or inquire as to the validity or genuineness of any collateral given to or held by it. The Bond Trustee shall not be responsible for the recording or filing of any document relating to this Indenture or of financing statements (or continuation statements in connection therewith) or of any supplemental instruments or documents of further assurance as may be required by law in order to perfect the security interests in any collateral given to or held by it.

(g) The Bond Trustee shall not be concerned with or accountable to anyone for the subsequent use or application of any moneys which shall be released or withdrawn in accordance with the provisions hereof.

(h) The Bond Trustee agrees to accept and act upon instructions or directions pursuant to this Indenture sent by unsecured e-mail, facsimile transmission or other similar unsecured electronic methods, provided, however, that, the Bond Trustee shall have received an incumbency certificate listing persons designated to give such instructions or directions and containing specimen signatures of such designated persons, which such incumbency certificate shall be amended and replaced whenever a person is to be added or deleted from the listing. If the Borrower elect to give the Bond Trustee e-mail or facsimile instructions (or instructions by a similar electronic method) and the Bond Trustee in its discretion elects to act upon such instructions, the Bond Trustee's understanding of such instructions shall be deemed controlling. The Bond Trustee shall not be liable for any losses, costs or expenses arising directly or indirectly from the Bond Trustee's reliance upon and compliance with such instructions notwithstanding such instructions conflict or are inconsistent with a subsequent written instruction. The Borrower agrees to assume all risks arising out of the use of such electronic methods to submit instructions and directions to the Bond Trustee, including without limitation the risk of the Bond Trustee acting on unauthorized instructions, and the risk of interception and misuse by third parties.

(i) The Bond Trustee shall not be liable to the parties hereto or deemed in breach or default hereunder if and to the extent its performance hereunder is prevented by reason of force majeure. The term "force majeure" means an occurrence that is beyond the control of the Bond Trustee and could not have been avoided by exercising due care. Force majeure shall include but not be limited to acts of God, terrorism, war, riots, strikes, fire, floods, earthquakes, epidemics, quarantine restrictions or other similar occurrences.

(j) The Bond Trustee may execute any of the trusts or powers hereof and perform the duties required of it hereunder by or through attorneys, agents, affiliates, or receivers, and shall be entitled to conclusively rely on advice of counsel concerning all matters of trust and its duties hereunder, and the Bond Trustee shall not be answerable for the acts or omissions of any such attorneys, agents, or receivers selected by it with reasonable care.

(k) The Bond Trustee shall have no responsibility or liability with respect to any information, statements or recital in any offering memorandum or other disclosure material prepared or distributed with respect to the issuance of these Bonds.

(l) The Bond Trustee shall not be required to review or inspect, and shall not be deemed to have notice of, the contents of any financial statement delivered to the Bond Trustee, it being expressly understood that the Bond Trustee shall only receive and hold such documents as a repository for examination and copying by any Holder at such Holder's expense during business hours on Business Days with reasonable prior notice.

(m) Upon the occurrence and continuance of an Event of Default, before taking any foreclosure action or any action which may subject the Bond Trustee to liability under any Environmental Regulation, the Bond Trustee may require that a satisfactory indemnity

bond, indemnity or environmental impairment insurance be furnished for the payment or reimbursement of all expenses to which it may be put and to protect it against all liability resulting from any claims, judgments, damages, losses, penalties, fines, liabilities (including strict liability) and expenses which may result from such foreclosure or other action. The Bond Trustee shall not be required to take any foreclosure action if the approval of a government regulator shall be a condition precedent to taking such action.

(n) Whether or not therein expressly so provided, every provision of this Indenture, the Loan Agreement or related documents relating to the conduct or affecting the liability of or affording protection to the Bond Trustee shall be subject to the provisions of this Article.

(o) To the fullest extent permitted by law and notwithstanding anything in this Indenture to the contrary, the Bond Trustee shall not be personally liable for (i) special, consequential or punitive damages, however styled, including, without limitation, lost profits or (ii) the acts or omissions of any nominee, correspondent, clearing agency, or securities depository through which it holds securities or assets.

Right of Trustee to Rely on Documents. The Bond Trustee may, at the expense of Borrower, request, conclusively rely on and shall be protected in acting upon any notice, requisition, resolution, request, consent, order, certificate, report, opinion, Bond or other paper or document believed by it to be genuine and to have been signed or presented by the proper party or parties. The Bond Trustee may consult with counsel, who may be counsel of or to the Authority, with regard to legal questions, and the opinion of such counsel shall be full and complete authorization and protection in respect of any action taken or suffered by it hereunder in accordance therewith.

The Bond Trustee shall not be bound to recognize any person as the Holder of a Bond unless and until such Bond is submitted for inspection, if required, and his title thereto is satisfactorily established, if disputed.

Whenever in the administration of the trusts imposed upon it by this Indenture the Bond Trustee shall deem it necessary or desirable that a matter be proved or established prior to taking or suffering any action hereunder, such matter (unless other evidence in respect thereof be herein specifically prescribed) may be deemed to be conclusively proved and established by a Certificate of the Authority, and such Certificate shall be full warrant to the Bond Trustee for any action taken or suffered under the provisions of this Indenture in reliance upon such Certificate, but in its discretion the Bond Trustee may, in lieu thereof, accept other evidence of such matter or may require such additional evidence as it may deem reasonable.

Preservation and Inspection of Documents. All documents received by the Bond Trustee under the provisions of this Indenture shall be retained in its possession and shall be subject at all reasonable times to the inspection of the Authority and any Bondholder, and their agents and representatives duly authorized in writing, at reasonable hours, upon reasonable notice and under reasonable conditions.

Compensation and Indemnification of the Bond Trustee. The Authority (solely from payments received from the Borrower) shall from time to time, subject to any agreement between the Authority and the Bond Trustee then in force, pay to the Bond Trustee compensation for its services rendered by it in the execution of the trusts hereby created and in the exercise and performance of any of the powers and duties hereunder of the Bond Trustee, which compensation shall not be limited by any provision of law with respect to the compensation of a trustee of an express trust, and the Authority shall reimburse the Bond Trustee for all its advances (with interest on such advances at the maximum rate allowed by law) and expenditures, including but not limited to advances to and fees and expenses of independent accountants, counsel (including in-house counsel to the extent not duplicative of other counsel's work) and engineers or other experts employed by it, and reasonably required, in the exercise and performance of its powers and duties hereunder. The rights of the Bond Trustee to compensation for services and to payment or reimbursement for expenses, disbursements, liabilities and advances shall have a lien prior to the Bonds in respect of all property and funds held or collected by the Bond Trustee. The Authority covenants and agrees to indemnify the Bond Trustee (solely from Payments received from the Borrower) against any loss, expense and liability (other than those which are due to the Bond Trustee's negligence or willful misconduct) which it may incur arising out of or in the exercise and performance of its powers and duties hereunder, including the costs and expenses of defending against any claim of liability. The obligations of the Authority under this Section shall survive resignation or removal of the Bond Trustee hereunder and payment of the Bonds and discharge of this Indenture.

ARTICLE IX

MODIFICATION OF INDENTURE

Modification Without Consent of Bondholders. Subject to the conditions and restrictions contained in this Indenture, the Authority and the Bond Trustee, from time to time and at any time may enter into an indenture or indentures supplemental hereto, which indenture or indentures thereafter shall form a part hereof, including, without limitation, for one or more of the following purposes, provided that the Authority and the Bond Trustee shall have received an Opinion of Bond Counsel to the effect that such amendment or modification will not cause the interest on the Tax-Exempt Bonds to be included as gross income for federal income tax purposes and that such amendment or modification is permitted by this Indenture:

(a) to add to the covenants and agreements of the Authority contained in this Indenture, other covenants and agreements thereafter to be observed, or to assign or pledge additional security for the Bonds, or to surrender any right or power herein reserved to or conferred upon the Authority; provided such amendment or modification will not materially and adversely affect the interests of the Holders of the Bonds;

(b) to make such provisions for the purpose of curing any ambiguity, inconsistency or omission, or of curing, correcting or supplementing any defective provision, contained in this Indenture, or in regard to such matters or questions arising under this Indenture as the Authority may deem necessary or desirable and not inconsistent with this Indenture; provided such amendment or modification will not materially and adversely affect the interests of the Holders of the Bonds;

(c) to modify, amend or supplement this Indenture or any indenture supplemental hereto in such manner as to permit the qualification hereof or thereof under the Trust Indenture Act of 1939, as amended, or any similar federal statute hereafter in effect, and, if they so determine, to add to this Indenture or any indenture supplemental hereto such other terms, conditions and provisions as may be permitted by said Trust Indenture Act of 1939, as amended, or similar federal statute; provided such amendment or modification will not materially and adversely affect the interests of the Holders of the Bonds;

(d) in connection with an amendment of any agreement permitted by Section 6.06 hereof for the purpose of conforming the terms, conditions and covenants of this Indenture to the corresponding or related provisions of such amended agreement;

(e) to modify or amend the Project and Exhibit A of the Loan Agreement;

(f) to modify or eliminate the book-entry registration system for the Bonds; or

(g) to comply with requirements of a Rating Agency in order to obtain or maintain a rating on any Bonds.

Any supplemental indenture authorized by the provisions of this Section 9.01 may be executed by the Authority and the Bond Trustee without the consent of the Holders of any of the Bonds at the time Outstanding, notwithstanding any of the provisions of Section 9.02 hereof, but the Bond Trustee shall not be obligated to enter into any such supplemental indenture which affects the Bond Trustee's own rights, duties or immunities under this Indenture or otherwise.

The Bond Trustee shall mail an executed copy of a supplemental indenture authorized by this Section 9.01 and any document related thereto or executed in connection therewith to the Borrower and each Rating Agency then rating the Bonds promptly after execution by the Authority and the Bond Trustee.

Modification With Consent of Bondholders. With the consent of the Holders of not less than a majority in aggregate principal amount of the Bonds at the time Outstanding), the Authority and the Bond Trustee may from time to time and at any time, with an Opinion of Bond Counsel to the effect that such amendment or modification will not, in and of itself, cause the interest on the Tax-Exempt Bonds to be included as gross income for federal income tax purposes, enter into an indenture or indentures supplemental hereto for the purpose of adding any provisions to or changing in any manner or eliminating any of the provisions of this Indenture or of any supplemental indenture; provided, however that no such supplemental indenture shall (1) extend the fixed maturity of any Bonds or reduce the rate of interest thereon or extend the time of payment of interest, or reduce the amount of the principal thereof without the consent of the Holders of such Bonds, or (2) reduce the aforesaid percentage of Holders of Bonds whose consent is required for the execution of such supplemental indentures or extend the time of payment or permit the creation of any lien on the Payments or the assets pledged herein prior to or on a parity with the lien of this Indenture or deprive the Holders of the Bonds of the lien created by this Indenture upon the Payments or the assets pledged herein, without the consent of the Holders of not less than eighty percent (80%) of the aggregate principal amount of the Bonds then Outstanding. Upon the filing with the Bond Trustee of evidence of the consent of required

Bondholders, as aforesaid, the Bond Trustee shall join with the Authority in the execution of such supplemental indenture unless such supplemental indenture affects the Bond Trustee's own rights, duties or immunities under this Indenture or otherwise, in which case the Bond Trustee may in its discretion, but shall not be obligated to, enter into such supplemental indenture.

It shall not be necessary for the consent of the Bondholders under this Section 9.02 to approve the particular form of any proposed supplemental indenture, but it shall be sufficient if such consent shall approve the substance thereof.

Promptly after the execution by the Authority and the Bond Trustee of any supplemental indenture pursuant to the provisions of this Section, the Bond Trustee shall mail notice to the Borrower and the Bondholders at the addresses shown on the Bond registration books maintained by the Bond Trustee, at the expense of the Borrower. Any failure of the Bond Trustee to give such notice, or any defect therein, shall not, however, in any way impair or affect the validity of any such supplemental indenture.

The Bond Trustee shall mail an executed copy of such supplemental indenture and any amendment of the Loan Agreement permitted under Section 6.06 hereof to the Borrower, each Rating Agency then rating the Bonds promptly after execution by the Authority, the Bond Trustee, and in the case of the Loan Agreement, the Borrower.

Effect of Supplemental Indenture. Upon the execution of any supplemental indenture pursuant to the provisions of this Article IX this Indenture shall be, and shall be deemed to be, modified and amended in accordance therewith, and the respective rights, duties and obligations under this Indenture of the Authority, the Bond Trustee and all Holders of Outstanding Bonds shall thereafter be determined, exercised and enforced hereunder subject in all respects to such modifications and amendments, and all the terms and conditions of any such supplemental indenture shall be part of the terms and conditions of this Indenture for any and all purposes.

Opinion of Counsel as to Supplemental Indenture. Subject to the provisions of Section 8.04 of this Indenture and the requirement in Sections 9.01 and 9.02 hereof for an Opinion of Bond Counsel, the Bond Trustee and the Authority may receive an Opinion of Counsel as conclusive evidence that any supplemental indenture executed pursuant to the provisions of this Article IX complies with the requirements of this Article IX and shall have no liability to Holders in excluding any Supplemental Indenture in reliance on an Opinion of Bond Counsel.

Notation of Modification on Bonds; Preparation of New Bonds. Bonds authenticated and delivered after the execution of any supplemental indenture pursuant to the provisions of this Article IX may bear a notation, in form approved by the Authority, as to any matter provided for in such supplemental indenture, and if such supplemental indenture shall so provide, new Bonds, so modified as to conform, in the opinion of the Authority, to any modification of this Indenture contained in any such supplemental indenture, may be prepared by the Authority, authenticated by the Bond Trustee and delivered without cost to the Holders of the Bonds then Outstanding, upon surrender for cancellation of such Bonds, in equal aggregate principal amounts.

ARTICLE X

DEFEASANCE

Discharge of Indenture. (a) Bonds may be paid or caused to be paid in any of the following ways, provided that any other sums payable hereunder have also been paid or caused to be paid:

(i) by paying or causing to be paid the principal of and interest on the Bonds Outstanding as and when the same become due and payable;

(ii) by depositing with the Bond Trustee, in trust, at or before maturity, money or securities in the necessary amount (as provided in Section 10.03 hereof) to pay or redeem Bonds Outstanding; or

(iii) by delivering to the Bond Trustee, for cancellation by it, all Bonds Outstanding.

(b) If all Bonds then Outstanding are paid or caused to be paid as provided above and all other sums payable hereunder shall also be paid or caused to be paid, and if the Borrower shall have paid all Additional Payments and any indemnification owed to the Authority and any other fees and expenses payable to the Authority pursuant to the Loan Agreement, then and in that case, at the election of the Borrower (evidenced by a Certificate of the Borrower, filed with the Bond Trustee, signifying the intention to discharge all such indebtedness and this Indenture), and notwithstanding that any Bonds shall not have been surrendered for payment, this Indenture and the pledge of Payments made under this Indenture and all covenants, agreements and other obligations of the Authority under this Indenture shall cease, terminate, become void and be completely discharged and satisfied, except only as provided in Section 10.02 hereof. In such event, upon request of the Borrower, the Bond Trustee shall cause an accounting for such period or periods as may be requested by the Borrower to be prepared and filed with the Borrower and shall execute and deliver to the Borrower all such instruments as may be necessary or desirable to evidence such discharge and satisfaction, and the Bond Trustee shall pay over, transfer, assign or deliver to the Borrower all moneys or securities or other property held by it pursuant to this Indenture which are not required for the payment of Bonds not theretofore surrendered for such payment and which are not required for the payment of fees and expenses of the Bond Trustee.

Discharge of Liability on Bonds. Upon the deposit with the Bond Trustee, in trust, at or before maturity, of money or securities in the necessary amount (as provided in Section 10.03 hereof) to pay any Outstanding Bond, whether upon or prior to its maturity, then all liability in respect of such Bond shall cease, terminate and be completely discharged, except only that thereafter the Holder thereof shall be entitled to payment of the principal of and interest on such Bond, but only out of the money or securities deposited with the Bond Trustee as aforesaid for its payment; provided further, however, that the provisions of Section 10.04 hereof shall apply in all events.

The Bonds may at any time be surrendered to the Bond Trustee for cancellation by the Authority or the Borrower, which may have been acquired in any manner whatsoever, and such Bonds, upon such surrender and cancellation, shall be deemed to be paid and retired.

Deposit of Money or Securities With Bond Trustee. Whenever in this Indenture it is provided or permitted that there be deposited with or held in trust by the Bond Trustee money or securities in the amount necessary to pay any Bonds, such amount (which may include money or securities held by the Bond Trustee in the funds established pursuant to this Indenture) shall be equal (taking into account income which will accrue from the investment thereof on the date of deposit of such funds but without taking into account any income from the subsequent reinvestment thereof) to the principal amount of such Bonds and all unpaid interest thereon to maturity, and shall be:

(a) lawful money of the United States of America; or

(b) noncallable bonds, bills and bonds issued by the Department of the Treasury (including without limitation (1) obligations issued or held in book-entry form on the books of the Department of the Treasury and (2) the interest component of Resolution Funding Corporation strips for which separation of principal and interest is made by request to the Federal Reserve Bank of New York in book-entry form), United States Treasury Obligations State and Local Government Series and Zero Coupon United States Treasury Bonds;

provided, in each case, that the Bond Trustee shall have been irrevocably instructed (by the terms of this Indenture or by Request of the Borrower or the Authority) to apply such money to the payment of such principal of and interest on such Bonds and provided, further, that the Authority and the Bond Trustee shall have received (i) an Opinion of Bond Counsel to the effect that such deposit shall not cause interest on the Tax-Exempt Bonds to be included in the gross income of the Holder thereof for federal income tax purposes and that the Bonds to be discharged are no longer Outstanding; and (ii) a verification report of a firm of certified public accountants or other financial services firm acceptable to the Bond Trustee verifying that the money or securities so deposited or held together with earnings thereon will be sufficient to make all payments of principal of and interest on the Bonds to be discharged to and including their maturity date.

Payment of Bonds After Discharge of Indenture. Notwithstanding any provision of this Indenture, and subject to applicable escheat laws, any moneys held by the Bond Trustee in trust for the payment of the principal of or interest on any Bonds and remaining unclaimed for one year after the principal of all the Outstanding Bonds has become due and payable (whether at maturity or by declaration as provided in this Indenture), if such moneys were so held at such date, or two years after the date of deposit of such moneys if deposited after said date when all of the Bonds became due and payable, shall be repaid to the Borrower free from the trusts created by this Indenture, and all liability of the Bond Trustee with respect to such moneys shall thereupon cease; provided, however, that before the repayment of such moneys to the Borrower as aforesaid, the Bond Trustee may (at the expense of the Borrower) first mail to the Holders of Bonds which have not yet been paid, at the addresses shown on the registration books maintained by the Bond Trustee, a notice, in such form as may be deemed appropriate by the Bond Trustee,

with respect to the Bonds so payable and not presented and with respect to the provisions relating to the repayment to the Borrower of the moneys held for the payment thereof.

ARTICLE XI

MISCELLANEOUS

Liability of Authority Limited to Payments. Principal of and interest on the Bonds is payable solely from Payments. Neither the State nor the Authority shall be obligated to pay the Bonds or the interest thereon except from certain Payments set forth herein, and neither the faith and credit nor the taxing power of the State or of any political subdivision thereof shall be pledged to the payment of the principal of or the interest on the Bonds. The issuance of the Bonds shall not directly or indirectly or contingently obligate the State or any political subdivision thereof to levy or to pledge any form of taxation whatever therefor or to make any appropriation for their payment. The Authority shall not be treated or deemed as having incurred any liability hereunder or by reason of or in connection with this Indenture, the Loan Agreement or any of the transactions contemplated by any thereof except to the extent payable from certain Payments set forth herein or other amounts available therefor under and pursuant to this Indenture. Nevertheless, the Authority may, but shall not be required to, advance for any of the purposes of this Indenture any funds of the Authority which may be made available to it for such purposes.

Successor Is Deemed Included in All References to Predecessor. Whenever in this Indenture either the Authority or the Bond Trustee is named or referred to, such reference shall be deemed to include the successors or assigns thereof, and all the covenants and agreements in this Indenture contained by or on behalf of the Authority or the Bond Trustee shall bind and inure to the benefit of the respective successors and assigns thereof whether so expressed or not.

Limitation of Rights to Parties, Borrower and Bondholders. Nothing in this Indenture or in the Bonds expressed or implied is intended or shall be construed to give to any person other than the Authority, the Bond Trustee, the Borrower and the Holders of the Bonds any legal or equitable right, remedy or claim under or in respect of this Indenture or any covenant, condition or provision therein or herein contained; and all such covenants, conditions and provisions are and shall be held to be for the sole and exclusive benefit of the Authority, the Bond Trustee, the Borrower and the Holders of the Bonds.

Waiver of Notice. Whenever in this Indenture the giving of notice by mail or otherwise is required, the giving of such notice may be waived in writing by the person entitled to receive such notice and in any such case the giving or receipt of such notice shall not be a condition precedent to the validity of any action taken in reliance upon such waiver.

Destruction of Bonds. Whenever in this Indenture provision is made for the cancellation by the Bond Trustee and the delivery to the Authority of any Bonds, the Bond Trustee shall, in lieu of such cancellation and delivery, destroy such Bonds and, at the request of the Authority deliver a certificate of such destruction to the Authority.

Severability of Invalid Provisions. If any one or more of the provisions contained in this Indenture or in the Bonds shall for any reason be held to be invalid, illegal or unenforceable in any respect, then such provision or provisions shall be deemed severable from the remaining provisions contained in this Indenture and such invalidity, illegality or unenforceability shall not affect any other provision of this Indenture, and this Indenture shall be construed as if such invalid or illegal or unenforceable provision had never been contained herein. The Authority hereby declares that it would have entered into this Indenture and each and every other Section, paragraph, sentence, clause or phrase hereof and authorized the issuance of the Bonds pursuant thereto irrespective of the fact that any one or more Sections, paragraphs, sentences, clauses or phrases of this Indenture may be held illegal, invalid or unenforceable.

Notices. Unless otherwise provided herein, all notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed given (a) if hand delivered or delivered by courier, when delivered to the appropriate notice address, or (b) if mailed by first class mail, postage prepaid, six Business Days after deposit in the United States mail addressed to the appropriate notice address. Any telecopy or other electronic transmission received by any party after 4:00 p.m., local time, as evidenced by the time shown on such transmission, shall be deemed to have been received the following Business Day. The parties listed below may, by notice given hereunder, designate any further or different addresses to which subsequent notices, certificates or other communications shall be sent. Any notice required or permitted hereunder shall be directed to the following notice address:

As to the Authority:	California School Finance Authority State Treasurer's Office 300 South Spring Street, Suite 8500 Los Angeles, California 90013 Attention: Executive Director Telecopy: (213) 620-6309
As to the Borrower:	Magnolia Properties Management, Inc. 250 E. First Street, Suite 1500 Los Angeles, California 90012 Attention: Chief Executive Officer
As to Bond Trustee:	UMB Bank, National Association 2 South Broadway, Suite 600 St. Louis, Missouri 63102 Attention: Brian Krippner (314) 612-8480 Brian.krippner@umb.com

Evidence of Rights of Bondholders. Any request, consent or other instrument required or permitted by this Indenture to be signed and executed by Bondholders may be in any number of concurrent instruments of substantially similar tenor and shall be signed or executed by such Bondholders in person or by an agent or agents duly appointed in writing. Proof of the execution of any such request, consent or other instrument or of a writing appointing any such agent, or of the holding by any person of Bonds transferable by delivery, shall be sufficient for any purpose

of this Indenture and shall be conclusive in favor of the Bond Trustee and of the Authority if made in the manner provided in this Section.

The fact and date of the execution by any person of any such request, consent or other instrument or writing may be proved by the certificate of any notary public or other officer of any jurisdiction, authorized by the laws thereof to take acknowledgments of deeds, certifying that the person signing such request, consent or other instrument acknowledged the execution thereof, or by an affidavit of a witness of such execution duly sworn to before such notary public or other officer.

The ownership of Bonds shall be proved by the bond registration books held by the Bond Trustee.

Any request, consent, or other instrument or writing of the Holder of any Bond shall bind every future Holder of the same Bond and the Holder of every Bond issued in exchange therefor or in lieu thereof, in respect of anything done or suffered to be done by the Bond Trustee or the Authority in accordance therewith or reliance thereon.

Disqualified Bonds. In determining whether the Holders of the requisite aggregate principal amount of Bonds have concurred in any demand, request, direction, consent or waiver under this Indenture, Bonds which are owned or held by or for the account of the Authority or the Borrower or by any person directly or indirectly controlling or controlled by, or under direct or indirect common control with, the Authority or the Borrower shall be disregarded and deemed not to be Outstanding for the purpose of any such determination. Bonds so owned which have been pledged in good faith may be regarded as Outstanding for the purposes of this Section if the pledgee shall establish to the satisfaction of the Bond Trustee the pledgee's right to vote such Bonds and that the pledgee is not a person directly or indirectly controlling or controlled by, or under direct or indirect common control with, the Authority or the Borrower. In case of a dispute as to such right, any decision by the Bond Trustee taken upon the advice of counsel shall be full protection to the Bond Trustee. Upon request of the Bond Trustee, the Authority and the Borrower shall specify in a certificate to the Bond Trustee those Bonds disqualified pursuant to this Section and the Bond Trustee may conclusively rely on such certificate.

Money Held for Particular Bonds. The money held by the Bond Trustee for the payment of the interest, principal due on any date with respect to particular Bonds shall, on and after such date and pending such payment, be set aside on its books and held in trust by it for the Holders of the Bonds entitled thereto.

Funds and Accounts. Any fund required by this Indenture to be established and maintained by the Bond Trustee may be established and maintained in the accounting records of the Bond Trustee, either as a fund or an account, and may, for the purposes of such records, any audits thereof and any reports or statements with respect thereto, be treated either as a fund or as an account; but all such records with respect to all such funds shall at all times be maintained in accordance with customary standards of the corporate trust industry, to the extent practicable, and with due regard for the requirements of Sections 5.12 and 6.09 hereof (and the Tax Certificate) and for the protection of the security of the Bonds and the rights of every Holder thereof.

Waiver of Personal Liability. No member, officer, director, official, agent, attorney, or employee of the Authority shall be individually or personally liable for the payment of the principal (or redemption price) of or interest on the Bonds or any other sum hereunder or be subject to any personal liability or accountability by reason of the issuance thereof; but nothing herein contained shall relieve any such member, officer, director, official, agent, attorney, or employee from the performance of any official duty provided by law or by this Indenture.

Execution in Several Counterparts. This Indenture may be executed in any number of counterparts and each of such counterparts shall for all purposes be deemed to be an original; and all such counterparts, or as many of them as the Authority and the Bond Trustee shall preserve undestroyed, shall together constitute but one and the same instrument.

Governing Law; Venue. The laws of the State of California govern all matters arising out of or relating to this Indenture and the Bonds, including, without limitation, their validity, interpretation, construction, performance, and enforcement. Any party bringing a legal action or proceeding against any other party arising out of or relating to this Indenture shall bring the legal action or proceeding in Sacramento County Superior Court, Sacramento, California, unless the Authority waives this requirement in writing. Each party agrees that the exclusive (subject to waiver as set forth herein) choice of forum set forth in this section does not prohibit the enforcement of any judgment obtained in that forum or any other appropriate forum. Each party waives, to the fullest extent permitted by law, (a) any objection which may now or later have to the laying of venue of any legal action or proceeding arising out of or relating to this Indenture brought in the Sacramento County Superior Court, Sacramento, California, and (b) any claim that any such action or proceeding brought in such court has been brought in an inconvenient forum.

Complete Agreement. This Indenture represents the complete agreement between the parties with respect to the Bonds and related matters.

Transaction by Electronic Means. Each of the parties hereto agrees that the transaction consisting of this agreement may be conducted by electronic means. Each party agrees, and acknowledges that it is such party's intent, that if such party signs this agreement using an electronic signature, it is signing, adopting, and accepting this agreement and that signing this agreement using an electronic signature is the legal equivalent of having placed its handwritten signature on this agreement on paper. Each party acknowledges that it is being provided with an electronic or paper copy of this agreement in a usable format.

Action to Be Taken on Days Other Than Business Days. Except as otherwise provided herein, whenever this Indenture requires any action to be taken on a day which is not a Business Day, such action shall be taken on the next succeeding Business Day with the same force and effect as if taken on such day. If any payment is made on the next Business Day as aforesaid, no interest shall accrue for the intervening period.

IN WITNESS WHEREOF, the CALIFORNIA SCHOOL FINANCE AUTHORITY has caused this Indenture to be signed in its name by a Deputy Treasurer for the Chairperson and its Executive Director, and UMB Bank, National Association, in token of its acceptance of the trusts created hereunder, has caused this Indenture to be signed in its name by a deputy hereunto duly authorized, all as of the day and year first above written.

CALIFORNIA SCHOOL FINANCE AUTHORITY

By:_____
Deputy Treasurer For Chairperson,
State Treasurer, Fiona Ma

By:_____
Executive Director

UMB BANK, NATIONAL ASSOCIATION,
as Bond Trustee

By:_____
Authorized Officer

EXHIBIT A

FORM OF BOND

THIS BOND IS SUBJECT TO TRANSFER RESTRICTIONS AS SET FORTH IN THE INDENTURE (DEFINED HEREIN). BY POSSESSION OF THIS BOND, THE HOLDER CERTIFIES THAT IT IS A QUALIFIED INSTITUTIONAL BUYER OR AN ACCREDITED INVESTOR AS DEFINED IN THE INDENTURE. THE HOLDER HEREOF, BY THE ACCEPTANCE OF THIS BOND, ACKNOWLEDGES THAT THIS BOND MAY ONLY BE REGISTERED IN THE NAME OF, OR TRANSFERRED TO, OR BENEFICIAL OWNERSHIP CAN ONLY BE HELD BY, A "QUALIFIED INSTITUTIONAL BUYER" OR AN "ACCREDITED INVESTOR." THE TRANSFER RESTRICTIONS HEREOF MAY BE REMOVED ONLY PURSUANT TO CERTAIN PROVISIONS OF THE INDENTURE. IN THE EVENT SUCH RESTRICTIONS ARE REMOVED, THE BOND TRUSTEE SHALL INFORM THE HOLDER OF THIS BOND.

THE BONDS ARE NOT AND SHALL NOT BE DEEMED TO CONSTITUTE A DEBT OR LIABILITY OF THE STATE OF CALIFORNIA OR OF ANY POLITICAL SUBDIVISION THEREOF, OTHER THAN THE CALIFORNIA SCHOOL FINANCE AUTHORITY, AND ARE NOT AND SHALL NOT BE DEEMED TO BE A PLEDGE OF THE FAITH AND CREDIT OF THE STATE, OR OF ANY POLITICAL SUBDIVISION THEREOF, BUT SHALL BE PAYABLE SOLELY FROM THE FUNDS PROVIDED THEREFOR. NEITHER THE STATE NOR THE AUTHORITY SHALL BE OBLIGATED TO PAY THE PRINCIPAL OF THE BONDS, OR THE REDEMPTION PREMIUM, IF ANY, OR INTEREST THEREON, EXCEPT FROM THE FUNDS PROVIDED THEREFOR UNDER THE INDENTURE. THE ISSUANCE OF THE BONDS SHALL NOT DIRECTLY, INDIRECTLY OR CONTINGENTLY OBLIGATE THE STATE OF CALIFORNIA OR ANY POLITICAL SUBDIVISION THEREOF TO LEVY OR TO PLEDGE ANY FORM OF TAXATION OR TO MAKE ANY APPROPRIATION FOR THEIR PAYMENT. THE AUTHORITY HAS NO TAXING POWER. NOTHING IN THE INDENTURE, THE ACT OR OTHERWISE IS AN UNDERTAKING BY THE AUTHORITY OR THE STATE OR ANY POLITICAL SUBDIVISION THEREOF TO FUND THE TRANSFERS DESCRIBED IN THE INTERCEPT NOTICE OR TO MAKE FUNDS AVAILABLE TO THE SCHOOL IN ANY AMOUNT OR AT ANY TIME.

Unless this certificate is presented by an authorized representative of The Depository Trust Company to the issuer or its agent for registration of transfer, exchange or payment, and any certificate issued is registered in the name of Cede & Co. or such other name as requested by an authorized representative of The Depository Trust Company and any payment is made to Cede & Co., ANY

TRANSFER, PLEDGE OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL since the registered owner hereof, Cede & Co., has an interest herein.

REGISTERED REGISTERED

No. R-__ $_____

CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(MAGNOLIA PUBLIC SCHOOLS – OBLIGATED GROUP)
SERIES 2026[A][B (TAXABLE)]

Rate of Interest:	**Maturity Date:**	**Dated Date:**	**CUSIP:**
___%	_____ 1, 20__	[Closing Date]	_____

Registered Owner: Cede & Co.

Principal Amount: _____ DOLLARS

CALIFORNIA SCHOOL FINANCE AUTHORITY, a public instrumentality of the State of California (the "Authority"), for value received, hereby promises to pay (but only out of the Payments and other assets pledged therefor as hereinafter mentioned) to CEDE & CO. or registered assigns, on the maturity date specified above (subject to any right of prior redemption hereinafter mentioned), the principal sum of _____ DOLLARS ($_____), in lawful money of the United States of America; and to pay interest thereon (but only from said Payments and other assets pledged therefor) in like lawful money from the date hereof until payment of such principal sum shall be discharged as provided in the Indenture hereinafter mentioned, at the rate stated above, payable on January 1 and July 1 of each year, commencing on [July 1, 2026]. The principal (or redemption price) hereof is payable at the Principal Corporate Trust Office (as defined in the Indenture) of UMB Bank, National Association (together with any successor Bond Trustee as provided in the Indenture, as defined below, the "Bond Trustee"). Interest hereon is payable by check mailed on each interest payment date to the registered owner hereof as of the fifteenth day of the month immediately preceding the month in which such interest payment date occurs (except with respect to defaulted interest) (the "Record Date") at the address appearing on the bond registration books maintained by the Bond Trustee; provided, however, that the holder of $1,000,000 or more in aggregate principal amount of Bonds may be paid by wire transfer to an account within the United States of America upon written request filed with the Bond Trustee by the applicable Record Date for such payment.

Principal of and interest on the Bonds is payable solely from Payments. Neither the State nor the Authority shall be obligated to pay the Bonds or the interest thereon except from certain Payments set forth in the Indenture, and neither the faith and credit nor the taxing power of the State or of any political subdivision thereof shall be pledged to the payment of the principal of or

the interest on the Bonds. The issuance of the Bonds shall not directly or indirectly or contingently obligate the State or any political subdivision thereof to levy or to pledge any form of taxation whatever therefor or to make any appropriation for their payment. The Authority shall not be treated or deemed as having incurred any liability under the Indenture or by reason of or in connection with the Indenture, the Loan Agreement or any of the transactions contemplated by any thereof except to the extent payable from certain Payments set forth in the Indenture or other amounts available therefor under and pursuant to the Indenture. Nevertheless, the Authority may, but shall not be required to, advance for any of the purposes of the Indenture any funds of the Authority which may be made available to it for such purposes. The Bonds are not a debt of the State of California and said State is not liable for payment thereof.

This Bond is entitled "California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026[A][B (Taxable)]" (herein called the "Bonds"), limited in aggregate principal amount _____ dollars ($_____) and issued pursuant to the provisions of the California School Finance Authority Act (constituting Chapter 18 (commencing with Section 17170) of Part 10 of Division 1 of Title 1 of the Education Code of the State of California) (herein called the "Act") and an indenture, dated as of [March] 1, 2026, between the Authority and the Bond Trustee (herein called the "Indenture").

The Bonds are issuable only as fully registered Bonds in denominations of $25,000 and any integral multiple of $5,000 in excess thereof. Subject to the limitations and upon payment of the charges, if any, provided in the Indenture, Bonds may be exchanged, at the Principal Corporate Trust Office, for a like aggregate principal amount of Bonds of other authorized denominations.

Reference is hereby made to the Indenture (a copy of which is on file at said Principal Corporate Trust Office) and all indentures supplemental thereto, to the Loan Agreement (a copy of which is on file at said Principal Corporate Trust Office) and to the Act for a description of the rights thereunder of the registered owners of the Bonds, of the nature and extent of the security, of the rights, duties and immunities of the Bond Trustee and of the rights and obligations of the Authority thereunder, to all the provisions of which Indenture and Loan Agreement the registered owner of this Bond, by acceptance hereof, assents and agrees.

The Bonds are secured by a pledge and assignment of Payments and of amounts held in the funds and accounts (other than the Rebate Fund) established pursuant to the Indenture, subject only to the provisions of the Indenture permitting the application thereof for the purposes and on the terms and conditions set forth in the Indenture.

The Bonds are subject to redemption prior to their stated maturity, at the times and redemption prices, upon the notice and subject to the terms and conditions set forth in the Indenture. If this Bond is called for redemption and payment is duly provided therefor as specified in the Indenture, interest shall cease to accrue hereon from and after the date fixed for redemption.

This Bond is transferable by the registered owner hereof, in person or by such person's attorney duly authorized in writing, at the Principal Corporate Trust Office, but only in the

manner, subject to the limitations and upon payment of the charges, if any, provided in the Indenture, and upon surrender and cancellation of this Bond. Upon such transfer a Bond or Bonds, of authorized denomination or denominations and for the same aggregate principal amount, will be issued to the transferee in exchange therefor.

The Authority and the Bond Trustee may treat the registered owner hereof as the absolute owner hereof for all purposes, and the Authority and the Bond Trustee shall not be affected by any notice to the contrary.

It is hereby certified and recited that any and all conditions, things and acts required to exist, to have happened and to have been performed precedent to and in the issuance of this Bond do exist, have happened and have been performed in due time, form and manner as required by the provisions of the Act and by the Constitution and laws of the State of California, and that the amount of this Bond, together with all other indebtedness of the Authority, does not exceed any limit prescribed by the Act, or by the Constitution and laws of the State of California, and is not in excess of the amount of Bonds permitted to be issued under the Indenture.

This Bond shall not be entitled to any benefit under the Indenture, or become valid or obligatory for any purpose, until the certificate of authentication and registration hereon endorsed shall have been signed by the Bond Trustee.

This Bond shall be construed in accordance with and governed by the Constitution and the laws of the State of California applicable to contracts made and performed in the State of California.

IN WITNESS WHEREOF, the California School Finance Authority has caused this Bond to be executed in its name and on its behalf by the facsimile signature of its Chairperson, as of the Dated Date recited above.

CALIFORNIA SCHOOL FINANCE AUTHORITY

By: _____
Chairperson

Powered by BoardOnTrack

[FORM OF TRUSTEE'S CERTIFICATE OF AUTHENTICATION AND REGISTRATION]

This is one of the Bonds described in the within-mentioned Indenture which has been authenticated and registered this _____ __, 2026.

UMB BANK, NATIONAL ASSOCIATION,
as Bond Trustee

By_____
Authorized Officer

Powered by BoardOnTrack

ASSIGNMENT

For value received the undersigned do(es) hereby sell, assign and transfer unto

_____

(print or type name, address, taxpayer identification no.
and zip code of assignee)

the within-mentioned registered Bond and hereby irrevocably constitute(s) and appoint(s) _____ attorney, to transfer the same on the books of the Bond Trustee with full power of substitution in the premises.

Dated: _____ _____

Signature

BOND: The signature to the assignment must correspond to the name as written on the face of this Bond in every particular, without any alteration or change whatsoever.

Signature Guaranteed By: _____

BOND: The signature(s) to the assignment must be guaranteed by an eligible guarantor institution.

EXHIBIT B

[FORM OF INVESTOR LETTER]

The Honorable Fiona Ma
Treasurer of the State of California
P.O. Box 942809
Sacramento, California 94209-0001

California School Finance Authority
304 South Broadway
Los Angeles, California 90013

UMB Bank, National Association
2 South Broadway, Suite 600
St. Louis, Missouri 63102

Stifel, Nicolaus & Company, Incorporated
2121 Avenue of the Stars, Suite 2050
Los Angeles, California 90067

Re: $[_____] California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026A and Series 2026B (Taxable)

Ladies and Gentlemen:

[The undersigned (the "Investor") hereby acknowledges that it is purchasing $[_____] aggregate principal amount of California School Finance Authority (the "Authority") Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) [Series 2026A][Series 2026B (Taxable)] (the "Bonds"), issued pursuant to an Indenture, dated as of [March] 1, 2026 (the "Indenture"), between the Authority and UMB Bank, National Association (the "Trustee"). Capitalized terms not otherwise defined herein shall have the meanings ascribed thereto in the Indenture.

This letter is being provided pursuant to a Bond Purchase Agreement, dated [Sale Date] (the "Purchase Agreement"), among the Authority, the Treasurer of the State of California, as agent for sale on behalf of the Authority, and Stifel, Nicolaus & Company, Incorporated (the "Underwriter"), and approved by Magnolia Properties Management, Inc. (the "Borrower") and Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation ("MERF").

The undersigned acknowledges that the Bonds are being delivered for the purpose of financing the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and/or equipping of the charter school educational facility known as Magnolia Science Academy 5 to be located at 7111 Winnetka Avenue, Winnetka, CA 91305 (the "Project") on behalf of the Borrower, as more particularly described in the Loan Agreement, dated as of [March] 1, 2026 (the "Loan Agreement"), by and between the Authority and the Borrower. The undersigned further acknowledges that a school loan agreement will be entered into between MPM Santa Ana LLC (the "School Lender") and MERF, dated as of [March] 1, 2026 (the "School Loan Agreement").

The Bonds and the interest thereon are payable solely out of certain revenues and income received by the Authority or the Trustee pursuant to the Loan Agreement and Obligation No. 2 relating to the Bonds ("Obligation No. 2") issued by the Obligated Group Representative in an amount equal to the aggregate principal amount of the Bonds pursuant to a Master Indenture of

Powered by BoardOnTrack

Trust, dated as of April 1, 2025 (the "Master Indenture"), as supplemented by a Supplemental Master Indenture for Obligation No. 2, dated as of [March] 1, 2026 (the "Supplemental Master Indenture"), each by and between the Obligated Group Representative and UMB Bank, National Association, as master trustee (the "Master Trustee"). The Indenture, the Loan Agreement, the School Loan Agreement, the Master Trust Indenture, and the Supplemental Master Indenture are referred to herein as the "Bond Documents."

In connection with the sale of the Bonds to the Investor, the Investor hereby makes the following representations upon which you may rely:

1. The Investor has authority and is duly authorized to purchase the Bonds and to execute this letter and any other instruments and documents required to be executed by the Investor in connection with the purchase of the Bonds.

2. The Investor is either (a) a "qualified institutional buyer" as defined in Rule 144A of the Securities Act of 1933, as amended (the "Act"), or (b) an "accredited investor" as defined in Section (a) of Rule 501 of Regulation D promulgated under the Act, and therefore has sufficient knowledge and experience in financial and business matters, including in the purchase and ownership of municipal obligations, to be able to evaluate the risks and merits of the investment represented by the Bonds.

3. The Bonds are being acquired by the Investor for investment and not with a current view to, or for resale in connection with, any distribution of the Bonds, and the Investor intends to hold the Bonds solely for its own account for investment purposes for an indefinite period of time, and does not intend at this time to dispose of all or any part of the Bonds. However, the Investor may sell, transfer, or otherwise dispose of all or any of the Bonds at any time the Investor deems appropriate, subject to the transfer restrictions set forth in the Bonds and in the Indenture. The Investor understands that it may need to bear the risks of this investment for an indefinite time, since a sale of the Bonds, or any portion thereof, prior to maturity may not be possible.

4. The Investor understands that the Bonds are not registered under the Act and that such registration is not legally required as of the date hereof and further understands that the Bonds (a) are not being registered or otherwise qualified for sale under the "Blue Sky" laws and regulations of any state, (b) will not be listed in any stock or other securities exchange, (c) will not carry a rating from any rating service and (d) will be delivered in a form which may not be readily marketable due to restrictions on transfer.

5. The Investor acknowledges that it has either been supplied with or been given access to information, including financial statements and other financial information, which it has requested from the Borrower and which the Investor believes to be significant in making investment decisions, which information is included in the Preliminary Limited Offering Memorandum, dated [_____], 2026 (the "Preliminary Limited Offering Memorandum"), and the Limited Offering Memorandum, dated as of [Sale Date] (the "Limited Offering Memorandum"), and the Investor has had the opportunity to ask questions and receive answers from knowledgeable individuals, including its own counsel, concerning the Borrower, the Project,

MERF, the Bond Documents and the Bonds and the security therefor so that the Investor has been able to make a decision to purchase the Bonds.

6. The Investor has received a copy of the Preliminary Limited Offering Memorandum and the Limited Offering Memorandum. The Investor acknowledges that it has not relied upon any advice, counsel, representation or information of the Authority (other than the information in the Preliminary Limited Offering Memorandum and Limited Offering Memorandum under the headings ["THE AUTHORITY" and "ABSENCE OF MATERIAL LITIGATION – The Authority"]) in connection with the Investor's purchase of the Bonds.

7. The Investor acknowledges that the obligations of the Authority under the Indenture are special, limited obligations payable solely from amounts paid to the Authority or the Trustee from the Borrower pursuant to the Loan Agreement and Obligation No. 2 and the Authority shall not be directly or indirectly or contingently or morally obligated to use any other moneys or assets of the Authority to pay any portion of the costs of the Project, the Costs of Issuance, or any other costs or expense in connection with the Project, the Costs of Issuance, the Bonds or the Bond Documents. The Investor understands that the Bonds are not secured by any pledge of any moneys received or to be received from taxation by the Authority (which has no taxing power), the State of California or any political subdivision or taxing district thereof; that the Bonds will never represent or constitute a general obligation or a pledge of the faith and credit of the Authority, the State of California or any political subdivision thereof; that no right will exist to have taxes levied by the State of California or any political subdivision thereof for the payment of principal of or interest on the Bonds and that the liability of the Authority and the State of California with respect to the Bonds is subject to further limitations as set forth in the Bonds and the Indenture.

8. The Investor has made its own inquiry and analysis with respect to the Bonds and the security therefor, and other material factors affecting the security and payment of the Bonds. The Investor is aware that the business of the Borrower and MERF involves certain economic and regulatory variables and risks that could adversely affect the security for the Bonds. The Investor has reviewed the documents executed in conjunction with the issuance of the Bonds, or summaries thereof, including, without limitation, the Indenture, the Master Indenture, the Supplemental Master Indenture, the School Loan Agreement and the Loan Agreement.

9. The Investor acknowledges and agrees that the Authority takes no responsibility for, and makes no representation to the Investor, or any subsequent purchaser, with regard to, a sale, transfer or other disposition of the Bonds in violation of the provisions hereof, or any securities law or income tax law consequences thereof. The Investor also acknowledges that, with respect to the Authority's obligations and liabilities, the Investor is solely responsible for its compliance with the sales restrictions on the Bonds in connection with any subsequent transfer of the Bonds made by the Investor.

10. The Investor agrees that it is bound by and will abide by the provisions of the Indenture relating to transfer, the restrictions noted on the face of the Bonds and this Investor Letter. The Investor also covenants to comply with all applicable federal and state securities laws, rules and regulations in connection with any resale or transfer of the Bonds by the Investor.

11. The Investor acknowledges that the sale of the Bonds to the Investor is made in reliance upon the certifications, representations and warranties herein by the addressees hereto.

12. The Investor hereby waives any and all claims, actions, or causes of action which the Investor may have from and after the date hereof against the Authority, counsel to the Authority, and their respective members, officers, agents, and employees, growing out of any action (other than willful misconduct) which the Authority took or could have taken in connection with the authorization, execution, delivery, and sale of the Bonds or the purchase of the Bonds by the undersigned or in connection with any statements or representations which induced the undersigned to purchase the Bonds. This waiver does not go to the Borrower, the Underwriter, Bond Counsel, MERF, or their counsel, their respective members, officers, agents, or employees.

The interpretation of the provisions hereof shall be governed and construed in accordance with California law without regard to principles of conflicts of laws.]

Date: _____, 2026

Very truly yours,

_____
NAME OF INVESTOR
By: _____
Name: _____
Title:

EXHIBIT C

FORM OF REQUISITION FROM THE PROJECT FUND

The undersigned authorized representative of Magnolia Properties Management, Inc., a California nonprofit public benefit corporation (the "Borrower") hereby requests UMB Bank National Association, as trustee (the "Trustee") under that certain Indenture, dated as of [March] 1, 2026, between the California School Finance Authority and the Trustee, to pay to the Persons listed on Schedule I attached hereto, the amounts shown for the purposes indicated from the Project Fund established and maintained under the Indenture.

The Borrower hereby certifies that (a) obligations in amounts stated in this Requisition have been incurred by the Borrower and are presently due and payable (or have been paid and are eligible for reimbursement) and each item is a proper charge against the Project Fund and has not been previously paid from the Project Fund; (b) there has not been filed with or served upon the Borrower any notice of claim of lien, or attachment upon, or claim affecting the right to receive payment of, any of the amounts payable to any of the persons named in this Requisition, that has not been released or will not be released simultaneously with the payment of such obligation, other than materialmen's or mechanics' liens accruing by mere operation of law; (c) no Event of Default has occurred under the Loan Agreement; and (d) this draw request meets the requirements of the Loan Agreement.

With respect to this disbursement, the Borrower (i) certifies it has reviewed any wire instructions set forth herein to confirm such wire instructions are accurate, (ii) agrees to indemnify and hold harmless the Note Trustee from and against any and all claim, demand, loss, liability, or expense sustained, including but not limited to attorney fees, and expenses resulting directly or indirectly as a result of making the disbursement requested hereunder, and (iii) agrees it will not seek recourse from the Note Trustee as a result of losses incurred by it for making the disbursement in accordance with its instructions herein.

All payments shall be made by check or wire transfer in accordance with payment instructions contained in Schedule I and the Trustee shall have no duty or obligation to authenticate such payment instructions or the authorization thereof.

Dated: _____

MAGNOLIA PROPERTIES MANAGEMENT, INC.

By: _____

Schedule I

(PROJECT FUND REQUISITION)

Item #	Payee Name/Address	Amount	Purpose

4138-5456-4452.2

EXHIBIT D

FORM OF REQUISITION FROM THE REPAIR AND REPLACEMENT FUND

The undersigned authorized representative of Magnolia Properties Management, Inc. (the "Borrower"), a California nonprofit public benefit corporation, hereby requests UMB Bank, National Association, as bond trustee (the "Bond Trustee") under that certain Indenture, dated as of [March] 1, 2026, between the California School Finance Authority and the Bond Trustee, to pay to the Persons listed on Schedule I attached hereto, the amounts shown for the purposes indicated from the Repair and Replacement Fund established and maintained under the Indenture.

The Borrower hereby certifies that (a) obligations in amounts stated in this Requisition have been incurred by the Borrower and are presently due and payable and each item is a proper charge against the Repair and Replacement Fund and has not been previously paid from the Repair and Replacement Fund; and (b) there has not been filed with or served upon the Borrower any notice of claim of lien, or attachment upon, or claim affecting the right to receive payment of, any of the amounts payable to any of the persons named in this Requisition, that has not been released or will not be released simultaneously with the payment of such obligation, other than materialmen's or mechanics' liens accruing by mere operation of law.

All payments shall be made by check or wire transfer in accordance with payment instructions contained in Schedule I and the Bond Trustee shall have no duty or obligation to authenticate such payment instructions or the authorization thereof.

Dated: _____

MAGNOLIA PROPERTIES MANAGEMENT, INC.,
a California nonprofit public benefit corporation

By: _____
Name:
Title:

Schedule I

(REPAIR AND REPLACEMENT FUND REQUISITION)

ITEM NO.	NAME/ADDRESS	AMOUNT	PURPOSE

$_____
CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(MAGNOLIA PUBLIC SCHOOLS – OBLIGATED GROUP)
SERIES 2026A

and

$_____
CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(MAGNOLIA PUBLIC SCHOOLS – OBLIGATED GROUP)
SERIES 2026B (TAXABLE)

BOND PURCHASE AGREEMENT

March __, 2026

The Honorable Fiona Ma
Treasurer of the State of California
P.O. Box 942809
Sacramento, California 94209-0001

California School Finance Authority
915 Capitol Mall, Room 101
Sacramento, California 95814

Magnolia Educational & Research Foundation
250 East 1st Street
Los Angeles, California 90012

Magnolia Properties Management, Inc.
250 East 1st Street
Los Angeles, California 90012

Ladies and Gentlemen:

Stifel, Nicolaus & Company, Incorporated (the "Underwriter"), offers to enter into this Bond Purchase Agreement (the "Bond Purchase Agreement") with the California School Finance Authority (the "Authority"), the Honorable Fiona Ma, Treasurer of the State of California (the "State Treasurer"), as agent for sale on behalf of the Authority, Magnolia Properties Management, Inc. (the "Borrower"), a California nonprofit public benefit corporation, and Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation (or the "Lessee"), operating charter schools established pursuant to the Charter Schools Act of 1992, as amended. Upon the State Treasurer's and the Authority's acceptance hereof, and approval by the Borrower and the Lessee, this offer will become binding upon the State Treasurer, the Authority, the Borrower, the Lessee and the Underwriter. This offer is made subject to the written acceptance by the State Treasurer and the Authority and approval by the Borrower and the Lessee by delivery of an executed counterpart hereof at or prior to 11:00 p.m., Pacific Time, on this date or on such later date as shall have been consented to by the Underwriter. Capitalized terms used in this Bond Purchase Agreement and not defined herein shall have the meanings ascribed thereto in the Bond Indenture, as defined below.

1. Sale of the Bonds.

(a) Upon the basis of the representations, warranties and agreements herein set forth and subject to the terms and conditions contained herein, the Underwriter hereby agrees to purchase from the State Treasurer, as agent for sale on behalf of the Authority, and the

State Treasurer, as agent for sale on behalf of the Authority, hereby agrees to sell and deliver to the Underwriter, all (but not less than all) of the California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026A, in the aggregate principal amount of $_____ (the "Series 2026A Bonds") and the California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026B (Taxable), in the aggregate principal amount of $_____ (the "Series 2026B Bonds" and together with the Series 2026A Bonds, the "Bonds").

The State Treasurer, the Authority, and the Underwriter acknowledge and agree that (i) the purchase and sale of the Bonds pursuant to this Bond Purchase Agreement is an arm's-length, commercial transaction among the State Treasurer, the Authority, and the Underwriter in which the Underwriter is acting solely as a principal and is not acting as an agent, advisor or fiduciary of the State Treasurer or the Authority; (ii) the Underwriter has not assumed any advisory or fiduciary responsibility to the State Treasurer or the Authority with respect to this Bond Purchase Agreement, the offering of the Bonds and the discussions, undertakings and procedures leading thereto (irrespective of whether the Underwriter, or any affiliate of the Underwriter, has provided other services or is currently providing other services to the State Treasurer or the Authority on other matters); (iii) the only contractual obligations the Underwriter has to the State Treasurer and the Authority with respect to the transactions contemplated hereby are those set forth in this Bond Purchase Agreement; (iv) the Underwriter has financial and other interests that differ from those of the State Treasurer and the Authority; and (v) the State Treasurer and the Authority have consulted with their own legal, accounting, tax, financial and other advisors, as applicable, to the extent they have deemed appropriate. Nothing in this paragraph is intended to limit the Underwriter's obligations of fair dealing under Rule G-17 promulgated by the Municipal Securities Rulemaking Board (the "MSRB").

The Borrower, the Lessee and the Underwriter acknowledge and agree that (i) the purchase and sale of the Bonds pursuant to this Bond Purchase Agreement is an arm's-length, commercial transaction among the Borrower, the Lessee and the Underwriter in which the Underwriter is acting solely as a principal and is not acting as an agent, advisor or fiduciary of the Borrower or the Lessee; (ii) the Underwriter has not assumed any advisory or fiduciary responsibility to the Borrower or the Lessee with respect to this Bond Purchase Agreement, the offering of the Bonds and the discussions, undertakings and procedures leading thereto (irrespective of whether the Underwriter, or any affiliate of the Underwriter, has provided other services or is currently providing other services to the Borrower or the Lessee on other matters), (iii) the only contractual obligations the Underwriter has to the Borrower or the Lessee with respect to the transactions contemplated hereby are those set forth in this Bond Purchase Agreement, (iv) the Underwriter has financial and other interests that differ from those of the Borrower and the Lessee, and (v) the Borrower and the Lessee have consulted with their own legal, accounting, tax, financial and other advisors, as applicable, to the extent they have deemed appropriate. Nothing in this paragraph is intended to limit the Underwriter's obligations of fair dealing under Rule G-17 promulgated by the MSRB.

The Underwriter will purchase the Bonds at a price of $_____ (being the aggregate principal amount of the Bonds of $_____, minus net original issue discount of $_____, less an Underwriter's discount of $_____). The Bonds will be issued pursuant to the Constitution and laws of the State of California (the

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"State") and particularly under and pursuant to Chapter 18 (commencing with Section 17170) of Part 10 of Division 1 of Title 1 of the California Education Code (the "Act"), and an Indenture, dated as of March 1, 2026 (the "Bond Indenture"), by and between the Authority and UMB Bank, National Association, as trustee (the "Trustee"). The Bonds will mature in the amounts and on the dates, and bear interest at the rates per annum, and shall be subject to redemption prior to maturity as set forth in EXHIBIT A hereto.

The Authority will loan the proceeds of the sale of the Bonds (the "Loan") to the Borrower pursuant to a loan agreement, dated as of March 1, 2026 (the "Loan Agreement"), by and between the Authority and the Borrower and accepted and acknowledged by MPM Santa Ana LLC ("MPM Santa Ana"), which proceeds will be used to (i) finance and/or refinance the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and/or equipping of certain public charter school facilities located or to be located at 7111 Winnetka Avenue, in Winnetka, California 91306 (the "MSA-5 Facility"); (ii) fund a portion of a debt service reserve account; and (iii) pay the costs of issuance of the Bonds.

MPM Santa Ana will loan certain proceeds of the Bonds to the Lessee pursuant to a Loan Agreement, dated March 1, 2026 (the "Series 2026 School Loan Agreement").

The Bonds and the interest thereon are payable solely out of certain revenues and income received by the Authority or the Trustee pursuant to the Loan Agreement and Obligation No. 2 relating to the Bonds ("Obligation No. 2") issued by the Borrower in an amount equal to the aggregate principal amount of the Bonds pursuant to an Master Indenture of Trust, dated as of April 1, 2025 (the "Master Indenture"), as supplemented and amended, including by a Supplemental Master Indenture for Obligation No. 2, dated as of March 1, 2026 (the "Supplemental Master Indenture"), each by and between the Borrower, as representative of the Obligated Group, and UMB Bank, National Association, as master trustee (the "Master Trustee"). The Obligated Group comprises MPM Santa Ana, MPM Sherman Way LLC, MPM San Diego LLC (each, a "Member" and collectively, the "Members"), each of which is a California limited liability company, the sole member of each of which is the Borrower.

Pursuant to a Security Agreement (the "Security Agreement") by and between MPM Santa Ana and the Master Trustee, MPM Santa Ana will grant the Master Trustee a security interest in its interest in the Series 2026 School Loan Agreement.

Simultaneously with the issuance of the Bonds, the Lessee will provide to the Controller of the State of California (the "Controller"), a notice (the "Intercept Notice") with respect to Magnolia Science Academy 5 ("MSA-5"), including schedules of transfers to the Trustee for amounts to become due and payable on the Bonds to intercept certain amounts apportioned by the State (the "Intercept") pursuant to Section 17199.4 of the Act.

To ensure compliance with the requirements of Rule 15c2-12 promulgated under the Securities Exchange Act of 1934, as amended ("Rule 15c2-12"), the Borrower, the Lessee and KNN Public Finance, LLC, as dissemination agent, will execute and deliver a continuing disclosure agreement (the "Continuing Disclosure Agreement") pursuant to which the Lessee will annually prepare and provide audited financial statements and specified other information, as well as provide notices of certain enumerated events.

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The Authority approved the issuance of the Bonds and certain related matters pursuant to Resolution No. 26-__ adopted on February 26, 2026 (the "Resolution").

(b) The Borrower and the Lessee have cooperated in the preparation and delivery to the Underwriter of the Limited Offering Memorandum, dated the date hereof, substantially in the form of the Preliminary Limited Offering Memorandum relating to the Bonds, dated February __, 2026 (the "Preliminary Limited Offering Memorandum"), with only such changes therein as have been accepted by the Underwriter (the Preliminary Limited Offering Memorandum with such changes, and including the cover page and all appendices, exhibits, reports and statements included therein or attached thereto, the "Limited Offering Memorandum"), executed by the Borrower and the Lessee in such quantities as the Underwriter shall reasonably request. The Borrower, on behalf of itself and the Lessee, hereby confirms its authorization to the Underwriter to use the Preliminary Limited Offering Memorandum and Limited Offering Memorandum in connection with the sale of the Bonds.

(c) At 9:00 A.M., Pacific Time, on March __, 2026, or at such other time or on such earlier or later date as we may mutually agree upon (the "Closing Date"), the Authority will deliver or cause to be delivered to such place as we may mutually agree upon, the Bonds, bearing proper CUSIP numbers, duly executed, and the other documents hereinafter mentioned at the offices of Orrick, Herrington & Sutcliffe LLP ("Bond Counsel") in San Francisco, California; and, subject to the conditions of this Bond Purchase Agreement, the Underwriter will cause payment to be made of the purchase price thereof as set forth in paragraph (a) of this Section by federal funds wire payable to the order of the Trustee (such delivery and payment being herein referred to as the "Closing"). Upon initial issuance, the ownership of the Bonds will be registered in such names and in such denominations as the Underwriter shall specify.

(d) Not later than ten calendar days after the Closing Date, the Underwriter shall submit to the Authority the report referenced by Section 1899.532 of Article 4 of Subchapter 4 of Chapter 4, Division 2 of Title 2 of the California Code of Regulations.

(e) The Underwriter has entered into this Bond Purchase Agreement in reliance upon (i) the representations and warranties of the Authority contained herein, (ii) the representations and warranties of the Borrower and the Lessee contained herein, (iii) the certificates of the Authority, the Borrower, the Lessee and the Trustee to be delivered pursuant hereto and (iv) the opinions of Bond Counsel, counsel to the Authority, counsel to the Trustee, and counsel to the Borrower and the Lessee required to be delivered hereby.

The Bond Indenture, the Loan Agreement and this Bond Purchase Agreement are sometimes collectively referred to herein as the "Authority Documents."

The Loan Agreement, this Bond Purchase Agreement, the Continuing Disclosure Agreement, the Master Indenture, the Supplemental Master Indenture, Obligation No. 2, and the Tax Certificate and Agreement (the "Tax Certificate"), dated the Closing Date, by and among the Authority, the Borrower and the Lessee relating to the Series 2026A Bonds, are sometimes collectively referred to herein as the "Borrower Documents."

The Loan Agreement, this Bond Purchase Agreement, the Master Indenture, the Supplemental Master Indenture, the Series 2026 School Loan Agreement, and the Security Agreement, are sometimes referred to herein as the "Member Documents."

The Series 2026 School Loan Agreement, this Bond Purchase Agreement, the Continuing Disclosure Agreement and the Tax Certificate are sometimes referred to herein as the "Lessee Documents."

(f) The Underwriter acknowledges the restrictions on registration and transfer of the Bonds described in Section 2.03 of the Bond Indenture.

2. Establishment of Issue Price.

(a) The Underwriter agrees to assist the Borrower and the Authority in establishing the issue price of the Series 2026A Bonds and shall execute and deliver to the Borrower and the Authority at Closing an "issue price" or similar certificate, together with the supporting pricing wires or equivalent communications, substantially in the form attached hereto as EXHIBIT E, with such modifications as may be appropriate or necessary, in the reasonable judgment of the Borrower, the Underwriter, the Authority and Bond Counsel, to accurately reflect, as applicable, the sales price or prices or the initial offering price or prices to the public of the Series 2026A Bonds.

(b) The Borrower and the Authority will treat the first price at which 10% of each maturity of the Series 2026A Bonds (the "10% test") is sold to the public as the issue price of that maturity. At or promptly after the execution of this Bond Purchase Agreement, the Underwriter shall report to the Borrower and the Authority, with a copy to the State Treasurer, the price or prices at which it has sold to the public each maturity of Series 2026A Bonds. If at that time the 10% test has not been satisfied as to any maturity of the Series 2026A Bonds, the Underwriter agrees to promptly report to the Borrower and the Authority, with a copy to the State Treasurer, the prices at which it sells the unsold Series 2026A Bonds of that maturity to the public. That reporting obligation shall continue, whether or not the Closing Date has occurred, until either (i) the Underwriter has sold all Series 2026A Bonds of that maturity or (ii) the 10% test has been satisfied as to the Series 2026A Bonds of that maturity, provided that, the Underwriter's reporting obligation after the Closing Date may be at reasonable periodic intervals or otherwise upon request of the Borrower, the Authority or bond counsel. For purposes of this Section, if Series 2026A Bonds mature on the same date but have different interest rates, each separate CUSIP number within that maturity will be treated as a separate maturity of the Series 2026A Bonds.

(c) The Underwriter confirms that:

(i) any selling group agreement and any third-party distribution agreement relating to the initial sale of the Series 2026A Bonds to the public, together with the related pricing wires, contains or will contain language obligating each dealer who is a member of the selling group and each broker-dealer that is a party to such third-party distribution agreement, as applicable:

(A) (i) to report the prices at which it sells to the public the unsold Series 2026A Bonds of each maturity allocated to it, whether or not the

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Closing Date has occurred, until either all Series 2026A Bonds of that maturity allocated to it have been sold or it is notified by the Underwriter that the 10% test has been satisfied as to the Series 2026A Bonds of that maturity, provided that, the reporting obligation after the Closing Date may be at reasonable periodic intervals or otherwise upon request of the Underwriter, and (ii) to comply with the hold-the-offering-price rule, if applicable, if and for so long as directed by the Underwriter,

(B) to promptly notify the Underwriter of any sales of Series 2026A Bonds that, to its knowledge, are made to a purchaser who is a related party to an underwriter participating in the initial sale of the Series 2026A Bonds to the public (each such term being used as defined below), and

(C) to acknowledge that, unless otherwise advised by the dealer or broker-dealer, the Underwriter shall assume that each order submitted by the dealer or broker-dealer is a sale to the public.

(ii) any selling group agreement relating to the initial sale of the Series 2026A Bonds to the public, together with the related pricing wires, contains or will contain language obligating each dealer that is a party to a third-party distribution agreement to be employed in connection with the initial sale of the Series 2026A Bonds to the public to require each broker-dealer that is a party to such third-party distribution agreement to (A) report the prices at which it sells to the public the unsold Series 2026A Bonds of each maturity allocated to it, whether or not the Closing Date has occurred, until either all Series 2026A of that maturity allocated to it have been sold or it is notified by the Underwriter or the dealer that the 10% test has been satisfied as to the Series 2026A Bonds of that maturity, provided that, the reporting obligation after the Closing Date may be at reasonable periodic intervals or otherwise upon request of the Underwriter or the dealer, and (B) comply with the hold-the-offering-price rule, if applicable, if and for so long as directed by the Underwriter or the dealer and as set forth in the related pricing wires.

(d) The Borrower and the Authority acknowledge that, in making the representations set forth in this Section, the Underwriter will rely on (i) in the event a selling group has been created in connection with the initial sale of the Series 2026A Bonds to the public, the agreement of each dealer who is a member of the selling group to comply with the requirements for establishing issue price of the Series 2026A Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the Series 2026A Bonds, as set forth in a selling group agreement and the related pricing wires, and (ii) in the event that a third-party distribution agreement was employed in connection with the initial sale of the Series 2026A Bonds to the public, the agreement of each broker-dealer that is a party to such agreement to comply with the requirements for establishing issue price of the Series 2026A Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the Series 2026A Bonds, as set forth in the third-party distribution agreement and the related pricing wires. The Borrower and the Authority further acknowledge that the Underwriter shall not be liable for the failure of any dealer who is a member of a selling group, or of any broker-dealer that is a party to a third-party distribution agreement, to comply with its corresponding agreement

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to comply with the requirements for establishing issue price of the Series 2026A Bonds, including, but not limited to, its agreement to comply with the hold-the-offering-price rule, if applicable to the Series 2026A Bonds.

(e) The Underwriter acknowledges that sales of any Series 2026A Bonds to any person that is a related party to an underwriter participating in the initial sale of the Series 2026A Bonds to the public (each such term being used as defined below) shall not constitute sales to the public for purposes of this Section. Further, for purposes of this Section:

(i) "public" means any person other than an underwriter or a related party,

(ii) "underwriter" means (A) any person that agrees pursuant to a written contract with the Authority (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Series 2026A Bonds to the public and (B) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (A) to participate in the initial sale of the Series 2026A Bonds to the public (including a member of a selling group or a party to a third-party distribution agreement participating in the initial sale of the Series 2026A Bonds to the public),

(iii) a purchaser of any of the Series 2026A Bonds is a "related party" to an underwriter if the underwriter and the purchaser are subject, directly or indirectly, to (i) more than 50% common ownership of the voting power or the total value of their stock, if both entities are corporations (including direct ownership by one corporation of another), (ii) more than 50% common ownership of their capital interests or profits interests, if both entities are partnerships (including direct ownership by one partnership of another), or (iii) more than 50% common ownership of the value of the outstanding stock of the corporation or the capital interests or profit interests of the partnership, as applicable, if one entity is a corporation and the other entity is a partnership (including direct ownership of the applicable stock or interests by one entity of the other), and

(iv) "sale date" means the date of execution of this Bond Purchase Agreement by all parties.

3. Representations and Agreements of the Authority. The Authority represents and warrants to and agrees with the Underwriter and the Borrower that:

(a) The Authority is a public instrumentality validly existing under the Constitution and laws of the State of California, has full power and authority to issue the Bonds, to adopt the Resolution, to enter into the Bond Indenture, the Loan Agreement and this Bond Purchase Agreement and to perform its obligations under the Authority Documents, and when executed and delivered by the respective parties hereto and thereto, the Authority Documents will constitute the valid and binding obligations of the Authority enforceable in accordance with their respective terms, except as the enforcement thereof may be limited by bankruptcy, insolvency, reorganization, arrangement, fraudulent conveyance, moratorium, or other laws related to or affecting the enforcement of creditors' rights

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generally and by the application of equitable principles as the court having jurisdiction may impose, regardless of whether such proceeding is considered in a proceeding in equity or at law, and to the exercise of judicial discretion in appropriate cases and to the limitations on legal remedies against governmental entities in California;

(b) By official action of the Authority prior to or concurrently with the acceptance hereof, the Authority has authorized and approved the distribution of the Preliminary Limited Offering Memorandum, has deemed the Authority Information (as defined herein) in the Preliminary Limited Offering Memorandum "final" for purposes of Rule 15c2-12, the distribution of the Limited Offering Memorandum, and the execution and delivery of, and the performance by the Authority of the obligations on its part contained in, the Bonds and the Authority Documents and the consummation by the Authority of all other financing transactions on its part contemplated by the Limited Offering Memorandum and this Bond Purchase Agreement;

(c) There is no action, suit or proceeding, at law or in equity, before or by any court pending (with service of process having been accomplished against the Authority) or any action, suit, proceeding, inquiry or investigation before any court, governmental agency, public board or body known to the Authority to be threatened against the Authority seeking to restrain or enjoin the issuance, sale, execution or delivery of the Bonds, or contesting any proceedings of the Authority taken concerning the issuance or sale thereof, the pledge or application of any moneys or security provided for the payment of the Bonds, in any way contesting the validity or enforceability of the Bonds or the Authority Documents or contesting in any way the completeness or accuracy of the information under the headings "THE AUTHORITY" or "ABSENCE OF MATERIAL LITIGATION – The Authority" (collectively, the "Authority Information") in the Preliminary Limited Offering Memorandum or the Limited Offering Memorandum or the existence or powers of the Authority relating to the issuance of the Bonds;

(d) As of the date thereof and as of the date hereof, the statements and information contained in the Authority Information in the Preliminary Limited Offering Memorandum and Limited Offering Memorandum are true and correct in all material respects, and do not contain an untrue statement of a material fact or omit to state a material fact necessary to make the statements and information therein, in the light of the circumstances under which they were made, not misleading, it being further understood that the Authority makes no representation or warranty regarding any other statement or information in or omissions from the Preliminary Limited Offering Memorandum and Limited Offering Memorandum;

(e) The Authority will furnish such information, execute such instruments and take such other action in cooperation with the Underwriter as the Underwriter may reasonably request in endeavoring (i) to qualify the Bonds for offer and sale under the Blue Sky or other securities laws and regulations of such states and other jurisdictions of the United States as the Underwriter may designate and (ii) to determine the eligibility of the Bonds for investment under the laws of such states and other jurisdictions, and, subject to Section 8 and Section 11 hereof, will use its best efforts to continue such qualification in effect so long as required for distribution of the Bonds; provided, however, that in no event shall the Authority be required to qualify as a foreign corporation in any such state or take

any action that would subject it to general, special or unlimited service of process in any jurisdiction in which it is now not so subject;

(f) To the best knowledge of the Authority, the execution and delivery by the Authority of the Bonds and Authority Documents, and compliance with the provisions on the Authority's part contained therein, will not in any material respect conflict with or constitute, on the part of the Authority, a breach of or default under any law, administrative regulation, court order, judgment, decree, loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the Authority is a party or is otherwise subject, which breach or default would have a material adverse effect on the Authority's ability to perform its obligations under the Authority Documents;

(g) The Authority is not in material breach of or in material default under any applicable law or administrative regulation of the State or the United States or any applicable material judgment or material decree or any loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the Authority is a party or is otherwise subject, which breach or default would have a material adverse effect on the Authority's ability to perform its obligations under the Authority Documents and no event has occurred and is continuing which, with the passage of time or the giving of notice, or both, would constitute a material breach of or a material default or a material event of default under any such instrument, which breach or default would have a material adverse effect on the Authority's ability to perform its obligations under the Authority Documents;

(h) The Authority agrees to provide the Underwriter, at the expense of the Borrower, with a reasonable number of additional copies of the Authority Documents, as the Underwriter shall request. The Authority authorizes the distribution of the Authority Documents in connection with the offering, sale and distribution of the Bonds;

(i) Any certificate executed by an authorized officer of the Authority and delivered to the Underwriter shall be deemed a representation and warranty by the Authority to the Underwriter as to the statements made therein, and not a representation and warranty of the individual officer executing the same;

(j) If between the date of this Bond Purchase Agreement and up to and including the 25th day following the "end of the underwriting period" (as such term is defined in Rule 15c2-12) an event occurs, of which the Authority has knowledge, which might or would cause the information in the Authority Information contained in the Limited Offering Memorandum, to contain an untrue statement of a material fact or to omit to state a material fact required to be stated therein or necessary to make such information therein, in the light of the circumstances under which they were made, not misleading, or if the Authority is notified by a Borrower pursuant to the provisions of this Bond Purchase Agreement or otherwise requested to amend, supplement or otherwise change the Limited Offering Memorandum, the Authority will notify the Underwriter and the Borrower, and if in the reasonable opinion of the Underwriter such event requires the preparation and publication of a supplement or amendment to the Limited Offering Memorandum, the Authority will cooperate in the amendment or supplementing of the Limited Offering Memorandum in a form and in a manner approved by the Underwriter and counsel to the Authority, provided that all expenses thereby incurred will be paid by the Borrower pursuant hereto and provided further that, for purposes of this provision, the end of the underwriting period shall be the Closing Date

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unless the Underwriter on or prior to the Closing provides written notice to the contrary to the Authority and the Borrower;

(k) For twenty-five (25) days from the date of the end of the underwriting period, the Authority will not participate in the issuance of any amendment of or supplement to the Limited Offering Memorandum to which, after being furnished with a copy, the Borrower, the Trustee or the Underwriter shall reasonably object in writing or which shall be disapproved by any of their respective counsel; and

(l) The execution and delivery of this Bond Purchase Agreement by the Authority shall constitute a representation by the Authority to the Underwriter that the representations, warranties and agreements contained in this Section 3 are true as of the date hereof; provided, that as to information furnished by the Borrower or the Lessee pursuant to this Bond Purchase Agreement or otherwise and in the Preliminary Limited Offering Memorandum and the Limited Offering Memorandum, the Authority is relying on such information in making the Authority's representations, warranties and agreements; as to all matters of law, other than federal tax and securities laws, the Authority is relying on the advice of counsel to the Authority; and as to matters of federal tax law and securities laws, the Authority is relying on the advice of Bond Counsel; and provided further, that no member of the governing body of the Authority or officer, employee or agent of the Authority shall be individually liable for the breach of any representation, warranty or agreement contained herein.

4. Representations, Warranties, and Agreements of the Borrower. The Borrower hereby represents and warrants to and agrees with each of the Authority and the Underwriter as follows**:**

(a) The Borrower is a nonprofit public benefit corporation duly organized, validly existing and in good standing under the laws of the State of California. The Borrower has and, at the Closing Date will, have requisite corporate power and authority (i) to execute and deliver this Bond Purchase Agreement, (ii) to enter into, execute and deliver the Borrower Documents, (iii) to cause MPM Santa Ana to enter into the Member Documents and to execute and deliver on behalf of MPM Santa Ana each of such documents, (iv) to execute the Limited Offering Memorandum and to carry out and consummate all transactions contemplated by the Borrower Documents and the Limited Offering Memorandum and by proper corporate action has duly authorized the execution and delivery of the Borrower Documents and the Limited Offering Memorandum, and the distribution of the Preliminary Limited Offering Memorandum and the Limited Offering Memorandum, and the execution and delivery on behalf of MPM Santa Ana of the Member Documents.

(b) No portion of the proceeds of the Bonds will be used to finance or refinance any facility used or to be used for sectarian instruction or as a place for religious worship or any facility used or to be used primarily in connection with any part of the program of a school or department of divinity.

(c) The officers or other designees of the Borrower executing the Borrower Documents and the Limited Offering Memorandum and executing, on behalf of MPM Santa Ana, the Member Documents are duly and properly in office and authorized to execute and approve the same.

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(d) As of the date hereof, (i) this Bond Purchase Agreement has been duly executed and delivered by the Borrower and, at the Closing Date, (ii) the Borrower Documents will be legal, valid and binding obligations of the Borrower enforceable against the Borrower in accordance with their terms, and (ii) the Member Documents, the Master Indenture and the Supplemental Master Indenture will be legal, valid and binding obligations of the Members enforceable against the Members in accordance with their respective terms, except as enforcement of each of such documents may be limited by bankruptcy, insolvency, reorganization, arrangement, fraudulent conveyance, moratorium or other laws affecting the enforcement of creditors' rights generally and by the application of equitable principles if equitable remedies are sought.

(e) The Borrower and the Members are not (i) in violation of any applicable law or administrative regulation of the State of California or the United States or any applicable judgment or decree, which violation would materially adversely affect the financial position or operations of the Borrower or any Member, or (ii) in default under any loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the Borrower or any Member is a party or is otherwise subject, and no event has occurred and is continuing which, with the passage of time or the giving of notice or both, would constitute an event of default under any such instrument, which default would materially adversely affect the financial position or operations of the Borrower or any Member.

(f) The execution and delivery of the Borrower Documents and approval of the Limited Offering Memorandum by the Borrower, the execution and delivery of the Member Documents, on behalf of MPM Santa Ana by the Borrower, the consummation by the Borrower and the Members of the transactions herein and therein contemplated and the Borrower's and the Members' fulfillment of or compliance with the terms and conditions thereof will not (i) conflict with or constitute a violation or breach of or default (with due notice or the passage of time or both) under (A) the articles of incorporation or bylaws of the Borrower or the operating agreement of any Member, (B) any indenture, mortgage, deed of trust, loan agreement, contract, lease or other agreement or instrument to which the Borrower or any Member is a party or by which it or its properties are otherwise subject or bound or (C) any law or administrative rule or regulation or any court or administrative decree or order applicable to the Borrower or any Member; or (ii) result in the creation or imposition of any prohibited lien, charge or encumbrance of any nature whatsoever upon any of the property or assets of the Borrower or any Member (except for the liens or pledges created by the Borrower Documents or the Security Agreement), which conflict, violation, breach, default, lien, charge or encumbrance could reasonably be expected to have consequences that would materially and adversely affect the consummation of the transactions contemplated by the Borrower Documents, the Member Documents, and the Limited Offering Memorandum or the financial condition, assets, properties or operations of the Borrower or any Member.

(g) No consent or approval of any trustee or holder of any indebtedness of the Borrower or any Member and no consent, permission, authorization, order or license of, or filing or registration with, any governmental authority (except the approval of the Authority for the execution and delivery of the Bonds and in connection with Blue Sky proceedings) is necessary in connection with the execution and delivery of this Bond Purchase Agreement, the execution and delivery of the other Borrower Documents and the Member Documents at the Closing, the approval of the Limited Offering Memorandum, or the consummation of any

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transaction therein contemplated, except in all such cases as have been or will be obtained or made and as are or will be in full force and effect.

(h) There are no actions, suits or proceedings which have been served on the Borrower or any Member or, to the best of the knowledge of the Borrower, are otherwise pending or threatened against the Borrower or any Member:

(i) seeking to restrain or enjoin the execution or delivery of any of the Bonds, the pledge under the Loan Agreement, or the pledge under the Master Indenture and Supplemental Master Indenture, or any payments to be made by the Borrower pursuant to the Loan Agreement or any payments to be made by the Members pursuant to Obligation No. 2;

(ii) in any way contesting or affecting the authority for the execution or delivery of the Bonds or the Limited Offering Memorandum or the validity when executed and delivered of the Borrower Documents or the Member Documents or the collection and pledge of any Payments under the Bond Indenture or any payments to be made by Members pursuant to Obligation No. 2;

(iii) in any way contesting the existence or powers of the Borrower or any Member;

(iv) which, if determined adversely to the Borrower or any Member, could reasonably be expected to materially adversely affect the consummation of the transactions contemplated by the Borrower Documents, the Member Documents, and the Limited Offering Memorandum or the financial condition, assets or properties of the Borrower or any Member;

(v) contesting or affecting the Borrower's status as a an organization described in Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or which would subject any income of the Borrower to federal income taxation to such extent as would result in loss of the exclusion from gross income for federal income tax purposes of interest evidenced and represented by any of the Bonds under Section 103 of the Code; or

(vi) contesting or affecting the status of any Member as a disregarded entity of the Borrower.

(i) The information in the Preliminary Limited Offering Memorandum as of its date and as of the date hereof (excluding any information permitted by Rule 15c2-12 to be omitted therefrom) and the Limited Offering Memorandum as of its date (excluding any information with respect to DTC and the book-entry only system, the Underwriter and the Authority Information) is true and correct in all material respects, and the information in the Preliminary Limited Offering Memorandum and the Limited Offering Memorandum does not contain any misstatement of any material fact and does not omit any statement necessary to make the statements, in the light of the circumstances in which such statements were made, not misleading.

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(j) The Borrower will deliver, or cause to be delivered, to the Underwriter, within seven (7) business days after acceptance hereof, but not later than the Closing Date, copies of the Limited Offering Memorandum substantially in the form of the Preliminary Limited Offering Memorandum, with only such changes therein as have been accepted by the Underwriter, signed on behalf of the Borrower by an authorized officer of Borrower (or such other officer as is acceptable to the Underwriter), in such quantities as the Underwriter shall request. The Preliminary Limited Offering Memorandum has been deemed "final" within the meaning of Rule 15c2-12. The Limited Offering Memorandum, as amended or supplemented pursuant to the Bond Purchase Agreement, if applicable, will not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading.

(k) The Borrower and the Members have all necessary power and authority to conduct the business now being conducted by each of them and as contemplated by the Borrower Documents, the Member Documents, and the Limited Offering Memorandum.

(l) If between the date hereof and up to and including the 25th day following the Closing, any event shall occur which might or would cause the Limited Offering Memorandum, as then supplemented or amended, to contain an untrue statement of a material fact or to omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading, the Borrower shall notify the Authority and the Underwriter; and, if in the opinion of the Borrower, the Lessee, the Authority or the Underwriter such event requires the preparation and publication of a supplement or amendment to the Limited Offering Memorandum, the Borrower will request the Authority to cooperate with the Borrower to cause the Limited Offering Memorandum to be amended or supplemented in a form and in a manner approved by the Underwriter, provided all expenses thereby incurred will be paid by the Borrower or the Lessee.

(m) During the period described in the preceding paragraph, (i) the Borrower will not participate in the issuance of any amendment of or supplement to the Limited Offering Memorandum to which, after being furnished with a copy, either of the Underwriter or the Authority shall reasonably object in writing or which shall be disapproved by their respective counsels and (ii) if any event relating to or affecting the Authority or the Borrower, its operations and financial position or its present or proposed facilities shall occur as a result of which it is necessary, in the opinion of counsel for the Underwriter or the Authority, to amend or supplement the Limited Offering Memorandum in order to make the Limited Offering Memorandum not misleading in the light of the circumstances existing at the time it is delivered to a purchaser, the Borrower will forthwith prepare and furnish to the Underwriter and the Authority (at the expense of the Borrower or the Lessee) a reasonable number of copies of an amendment of or supplement to the Limited Offering Memorandum (in form and substance satisfactory to counsel for the Underwriter and counsel to the Authority) which will amend or supplement the Limited Offering Memorandum so that it will not contain an untrue statement of a material fact or omit to state a material fact necessary in order to make the statements therein, in the light of the circumstances existing at the time the Limited Offering Memorandum, as so amended or supplemented is delivered to a purchaser, not misleading. For the purposes of this subsection, the Borrower will furnish such information with respect

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to itself and its present and proposed facilities as any of you may from time to time reasonably request.

(n) To the extent permitted by law, the Borrower agrees to indemnify and hold harmless the Authority, the State Treasurer, the Underwriter and each person, if any, who controls (as such term is defined in Section 15 of the Securities Act of 1933, as amended (the "Securities Act")) any of the Underwriter and the members, officers, agents and employees of the State Treasurer and the Authority (collectively, the "Indemnified Persons," and individually, an "Indemnified Person") from and against any and all judgments, losses, claims, damages or liabilities, joint or several, to which any Indemnified Person may become subject insofar as such judgments, losses, claims, damages or liabilities (or actions in respect thereof) arise out of, or are based upon any untrue statement or alleged untrue statement of a material fact contained in the Preliminary Limited Offering Memorandum or the Limited Offering Memorandum (or any supplement or amendment thereto), or that arise out of or are based upon the omission or alleged omission to state therein a material fact required to be stated therein or necessary to make the statements therein not misleading, and will reimburse each Indemnified Person for any legal or other expenses incurred by such Indemnified Person in connection with investigating, defending or preparing to defend any such loss, claim, damage, liability, penalty or any action in respect thereof; provided, however, that the Borrower shall not be liable to the Authority for the information provided by the Authority in the Authority Information of the Preliminary Limited Offering Memorandum or Limited Offering Memorandum. On the date of delivery of the Bonds, the Borrower will deliver a certificate to the effect that the Limited Offering Memorandum (except for the information provided by the Authority in the Authority Information and the information provided by the Underwriter in the "UNDERWRITING" portion of the Limited Offering Memorandum) does not contain a misstatement of a material fact or omit to state a material fact required to be stated therein in order to make the statements therein not misleading.

In case any claim shall be made or action brought against any Indemnified Person based upon the Limited Offering Memorandum, in respect of which indemnity may be sought against the Borrower, the Borrower shall be promptly notified in writing setting forth the particulars of such claim or action and the Borrower shall assume the investigation and defense thereof including the retaining of counsel selected by the Indemnified Person and the payment of all expenses related thereto, with full power to litigate, compromise or settle the same in its sole discretion; provided that the Indemnified Person shall have the right to review and approve or disapprove any such compromise or settlement. Any Indemnified Person shall have the right to retain separate counsel in any such action and to participate in the investigation and defense thereof but shall bear the fees and expenses of such counsel unless: (i) the Borrower shall have specifically authorized the retaining of such counsel and has consented to pay the fees and expenses thereof, such consent not to be unreasonably withheld; or (ii) the parties to such suit include said Indemnified Person, and the Borrower and such Indemnified Person or Persons have been advised by such counsel that one or more legal defenses may be available to said Indemnified Person or Persons which may not be available to the Borrower; (iii) in the judgment of such Indemnified Person, a conflict of interest exists by reason of common representation or if all parties commonly represented do not agree as to an action (or inaction) of counsel; (iv) the Authority or the State Treasurer, or any Indemnified Person thereof, engages the Attorney General of the State as separate counsel; or (v) the Borrower has failed to assume the defense and employ counsel reasonably acceptable to the Indemnified Person.

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(o) The Borrower hereby agrees to pay the fees and expenses described as payable by the Borrower in Section 8 of this Bond Purchase Agreement and to pay any expenses incurred in amending or supplementing the Limited Offering Memorandum pursuant to this Bond Purchase Agreement.

(p) The Borrower is a corporation described in Section 501(c)(3) of the Code and each Member is a disregarded entity treated as a 501(c)(3) corporation for federal income tax purposes.

(q) The Borrower and each Member:

(i) is in material compliance with all laws, ordinances, governmental rules and regulations to which it is subject and which are material to its properties, operations, finances or status as an organization, or disregarded entity treated as an organization, described in Section 501(c)(3) of the Code;

(ii) has obtained all licenses, permits, franchises or other governmental authorizations necessary and material to the conduct of its activities, agrees to obtain all permits and approvals or other governmental authorizations that are required and necessary for construction and operation of newly acquired facilities for the Members and agrees to obtain all such licenses, permits, franchises or other governmental authorizations as may be required in the future for operations in all cases where failure to obtain such licenses, permits, franchises or other governmental authorizations could reasonably be expected to materially and adversely affect its condition (financial or otherwise) or its ability to perform its obligations under the Borrower Documents or the Member Documents, as applicable; and

(iii) is in material compliance with all provisions of the Borrower Documents and Member Documents applicable to it.

(r) The Project constitutes a "project" as such term is defined in the Act, and the Borrower is a "participating party" as such terms are defined in Section 17173, subdivision (i), paragraph (1), of the Act.

(s) Between the date hereof and the Closing, without the prior written consent of the Underwriter, neither the Borrower nor any Member will have issued, and no other person will have issued in the name and on behalf of the Borrower or any Member, any bonds, notes or other obligations for borrowed money except for such borrowings as may be described in or contemplated by the Limited Offering Memorandum or otherwise consented to in writing by the Underwriter.

(t) The Borrower has complied with, shall continue to comply with, and shall cause the Lessee to comply with, all provisions of that certain Program Agreement, between the Borrower and the Authority (the "Credit Enhancement Grant Agreement"), relating to a grant made by the Authority to the Borrower pursuant to the Charter School Facilities Credit Enhancement Grant Program (the "Reserve Grant"), and all State and federal laws and regulations relating to and applicable to the Reserve Grant.

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(u) The Project shall comply with Article 2 of Chapter 1 of Part 7 of Division 2 of the California Labor Code.

(v) The representations, warranties, agreements and indemnities herein shall survive the Closing and any investigation made by or on behalf of either of the Authority, the State Treasurer, or the Underwriter or any person who controls such parties of any matters described in or related to the transactions contemplated hereby and by the Borrower Documents, the Member Documents, or the Limited Offering Memorandum.

5. Representations, Warranties, and Agreements of the Lessee. the Lessee hereby represents and warrants to and agrees with each of the Authority and the Underwriter as follows:

(a) the Lessee is a nonprofit public benefit corporation duly organized, validly existing and in good standing under the laws of the State of California. The Lessee has and at the Closing Date will have requisite corporate power and authority (i) to execute and deliver this Bond Purchase Agreement, (ii) to enter into the Lessee Documents, (iii) to execute the Limited Offering Memorandum, and (iv) to carry out and consummate all transactions contemplated by the Lessee Documents and the Limited Offering Memorandum, and by proper corporate action has duly authorized the execution and delivery of the Lessee Documents and the Limited Offering Memorandum, and the distribution of the Preliminary Limited Offering Memorandum and the Limited Offering Memorandum.

(b) the Lessee is an institution for elementary and secondary school public education, situated within the State of California, which, by virtue of law or charter, is a nonprofit educational institution empowered to provide a program of public education at the elementary and secondary school levels.

(c) The Lessee neither restricts entry on gender, racial or religious grounds nor requires students gaining admission to receive instruction in the tenets of a particular faith.

(d) No portion of the Facilities used by the Lessee will be used for sectarian instruction or as a place for religious worship or any facility used or to be used primarily in connection with any part of the program of a school or department of divinity.

(e) The officers or other designees of the Lessee executing the Lessee Documents are duly and properly in office and authorized to execute and approve the same.

(f) As of the date hereof, this Bond Purchase Agreement has been duly executed and delivered by the Lessee and, at the Closing Date, the Lessee Documents will be duly executed and delivered by the Lessee and will constitute legal, valid and binding obligations of the Lessee enforceable against the Lessee in accordance with their respective terms; except as enforcement of each of the Lessee Documents may be limited by bankruptcy, insolvency, reorganization, arrangement, fraudulent conveyance, moratorium or other laws affecting the enforcement of creditors' rights generally and by the application of equitable principles if equitable remedies are sought.

(g) The Lessee is not (i) in violation of any applicable law or administrative regulation of the State of California or the United States or any applicable judgment or

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decree, which violation would materially adversely affect the financial position or operations of the Lessee or (ii) in default under any loan agreement, indenture, bond, note, resolution, agreement or other instrument to which the Lessee is a party or is otherwise subject, and no event has occurred and is continuing which, with the passage of time or the giving of notice or both, would constitute an event of default under any such instrument, which default would materially adversely affect the financial position or operations of the Lessee.

(h) The execution and delivery of the Lessee Documents and approval of the Limited Offering Memorandum by the Lessee, the consummation by the Lessee of the transactions herein and therein contemplated, and the Lessee's fulfillment of or compliance with the terms and conditions thereof will not (i) conflict with or constitute a violation or breach of or default (with due notice or the passage of time or both) under (A) the articles of incorporation of the Lessee, (B) the bylaws of the Lessee, (C) any indenture, mortgage, deed of trust, loan agreement, contract, lease or other agreement or instrument to which the Lessee is a party or by which it or its properties are otherwise subject or bound, or (D) any law or administrative rule or regulation or any court or administrative decree or order applicable to the Lessee, or (ii) result in the creation or imposition of any prohibited lien, charge or encumbrance of any nature whatsoever upon any of the property or assets of the Lessee, except for the liens or pledges created by the Lessee Documents, which conflict, violation, breach, default, lien, charge or encumbrance could reasonably be expected to have consequences that would materially and adversely affect the consummation of the transactions contemplated by the Lessee Documents, the Limited Offering Memorandum or the financial condition, assets, properties or operations of the Lessee.

(i) No consent or approval of any trustee or holder of any indebtedness of the Lessee, and no consent, permission, authorization, order or license of, or filing or registration with, any governmental authority (except the approval of the Authority for the execution and delivery of the Bonds and in connection with Blue Sky proceedings) is necessary in connection with the execution and delivery of this Bond Purchase Agreement, the execution and delivery of the other Lessee Documents at the Closing, the approval of the Limited Offering Memorandum, or the consummation of any transaction therein contemplated, except in all such cases as have been or will be obtained or made and as are or will be in full force and effect.

(j) The Lessee's charters for the Schools (the "Charters") operating or to be operated in the Facilities comply with the Charter School Law and are valid and in full force and effect. The Lessee is in material compliance with the provisions of the Charters. The Lessee has the right to renew or extend such Charters, has not received oral or written notice from any Person to the contrary and will use all reasonable efforts to renew the Charters. The Lessee expects to qualify to apply for fiscal year 2025-26 funding under California Education Code Section 47614.5 for the Schools that qualify for such funding when operated at the Facilities pursuant to a Lease, and will seek funding for such Schools thereunder each year to the maximum extent available or will seek funding under more favorable state or federal programs if available.

(k) There are no actions, suits or proceedings which have been served on the Lessee or, to the best of the knowledge of the Lessee, are otherwise pending or threatened against the Lessee:

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(i) seeking to restrain or enjoin the execution or delivery of any of the Bonds or the pledge or collection of the Rent or any payments to be made by the Lessee pursuant to the Series 2026 School Loan Agreement;

(ii) in any way contesting or affecting the authority for the execution or delivery of Lessee Documents, the Limited Offering Memorandum or the Intercept to be delivered in connection therewith;

(iii) in any way contesting the corporate existence or powers of the Lessee;

(iv) which, if determined adversely to it, could reasonably be expected to materially adversely affect the consummation of the transactions contemplated by the Lessee Documents or the Limited Offering Memorandum or the financial condition, assets or properties of the Lessee; or

(v) contesting or affecting the Lessee's status as an organization described in Section 501 (c)(3) of the Code or which would subject any income of the Lessee to federal income taxation to such extent as would result in loss of the exclusion from gross income for federal income tax purposes of interest evidenced and represented by any of the Bonds under Section 103 of the Code.

(l) The information in the Preliminary Limited Offering Memorandum as of its date and as of the date hereof and the Limited Offering Memorandum as of its date (excluding any information with respect to DTC and the book-entry only system, the Underwriter and the Authority Information) is true and correct in all material respects, and the information in the Preliminary Limited Offering Memorandum and the Limited Offering Memorandum does not contain any misstatement of any material fact and does not omit any statement necessary to make the statements, in the light of the circumstances in which such statements were made, not misleading.

(m) The Lessee will deliver, or cause to be delivered, to the Underwriter, within seven (7) business days after acceptance hereof, but not later than the Closing, copies of the Limited Offering Memorandum substantially in the form of the Preliminary Limited Offering Memorandum, with only such changes therein as have been accepted by the Underwriter, signed on behalf of the Lessee by an authorized officer of the Lessee (or such other officer as is acceptable to the Underwriter), in such quantities as the Underwriter shall request. The Preliminary Limited Offering Memorandum has been deemed "final" within the meaning of Rule 15c2-12. The Limited Offering Memorandum, as amended or supplemented pursuant to the Bond Purchase Agreement, if applicable, will not contain any untrue statement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading.

(n) The Lessee has all necessary power and authority to conduct the business now being conducted by it and as contemplated by the Lessee Documents and the Limited Offering Memorandum.

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(o) If between the date hereof and up to and including the 25th day following the Closing, any event shall occur which might or would cause the Limited Offering Memorandum, as then supplemented or amended, to contain an untrue statement of a material fact or to omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading, the Lessee shall notify the Authority and the Underwriter; and, if in the opinion of the Lessee, the Borrower, the Authority or the Underwriter such event requires the preparation and publication of a supplement or amendment to the Limited Offering Memorandum, the Lessee will request the Authority to cooperate with the Lessee to cause the Limited Offering Memorandum to be amended or supplemented in a form and in a manner approved by the Underwriter, provided all expenses thereby incurred will be paid by the Lessee or the Borrower.

During the period described in the preceding paragraph, (i) the Lessee will not participate in the issuance of any amendment of or supplement to the Limited Offering Memorandum to which, after being furnished with a copy, either of the Underwriter or the Authority shall reasonably object in writing or which shall be disapproved by their respective counsels and (ii) if any event relating to or affecting the Authority or the the Lessee, its operations and financial position or its present or proposed facilities shall occur as a result of which it is necessary, in the opinion of counsel for the Underwriter or the Authority, to amend or supplement the Limited Offering Memorandum in order to make the Limited Offering Memorandum not misleading in the light of the circumstances existing at the time it is delivered to a purchaser, the Lessee will forthwith prepare and furnish to the Underwriter and the Authority (at the expense of the Lessee or the Borrower) a reasonable number of copies of an amendment of or supplement to the Limited Offering Memorandum (in form and substance satisfactory to counsel for the Underwriter and counsel to the Authority) which will amend or supplement the Limited Offering Memorandum so that it will not contain an untrue statement of a material fact or omit to state a material fact necessary in order to make the statements therein, in the light of the circumstances existing at the time the Limited Offering Memorandum, as so amended or supplemented is delivered to a purchaser, not misleading. For the purposes of this subsection, the Lessee will furnish such information with respect to itself and its present and proposed facilities as any of you may from time to time reasonably request.

(p) The Lessee is an organization described in Section 501(c)(3) of the Code and is exempt from federal income tax under Section 501(a) of the Code, except with respect to any unrelated business income of the Lessee, which income is not expected to result from the consummation of any transaction contemplated by the Lessee Documents. The Lessee is not a private foundation within the meaning of Section 509(a) of the Code; and the Lessee at all times will maintain its status as an organization described in Section 501(c)(3) of the Code and its exemption from federal income tax under Section 501(a) of the Code or corresponding provisions of future federal income tax laws. To the best of the Lessee's knowledge, the facts and circumstances which formed the basis of the Lessee's status as an organization described in Section 501(c)(3) of the Code as represented to the Internal Revenue Service continue substantially to exist.

(q) The audited balance sheet of the Lessee as of June 30, 2025, presents fairly, in all material respects, the financial position of the Lessee as of June 30, 2025, and there have not been any material adverse change in the assets, operations or financial condition of the

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Lessee since June 30, 2025, which is not described in the Limited Offering Memorandum, whether or not arising from transactions in the ordinary course of business.

(r) The Lessee:

(i) is in material compliance with all laws, ordinances, governmental rules and regulations to which it is subject and which are material to its properties, operations, finances or status as an organization described in Section 501(c)(3) of the Code;

(ii) has obtained all licenses, permits, franchises or other governmental authorizations necessary and material to the ownership of its property or to the conduct of its activities, agrees to obtain all permits and approvals or other governmental authorizations that are required and necessary for construction and operation of newly acquired facilities for the Lessee and agrees to obtain all such licenses, permits, franchises or other governmental authorizations as may be required in the future for its operations in all cases where failure to obtain such licenses, permits, franchises or other governmental authorizations could reasonably be expected to materially and adversely affect the condition (financial or otherwise) of the Lessee or its ability to perform its obligations under the Lessee Documents; and

(iii) is in material compliance with all provisions of the Lessee Documents applicable to the Lessee including, but not limited to, the requirements of the Series 2026 School Loan Agreement that the Lessee maintain certain insurance policies or programs.

(s) To the extent permitted by law, the Lessee agrees to indemnify and hold harmless each of the Indemnified Persons from and against any and all judgments, losses, claims, damages or liabilities, joint or several, to which any Indemnified Person may become subject insofar as such judgments, losses, claims, damages or liabilities (or actions in respect thereof) arise out of, or are based upon any untrue statement or alleged untrue statement of a material fact contained in the Preliminary Limited Offering Memorandum or the Limited Offering Memorandum (or any supplement or amendment thereto) or that arise out of or are based upon the omission or alleged omission to state therein a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading, and will reimburse each Indemnified Person for any legal or other expenses incurred by such Indemnified Person in connection with investigating, defending or preparing to defend any such loss, claim, damage, liability or any action in respect thereof; provided, however, that the Lessee shall not be liable to the Authority for the information in the Authority Information of the Preliminary Limited Offering Memorandum or Limited Offering Memorandum. The Limited Offering Memorandum (except for the information provided by the Authority in the Authority Information and the information provided by the Underwriter in the "UNDERWRITING" portion of the Limited Offering Memorandum) does not contain a misstatement of material fact or omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. On the date of delivery of the Bonds, the Lessee will deliver a certificate to the effect that the Limited Offering Memorandum (except for the information provided by the

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Authority in the Authority Information and the information provided by the Underwriter in the "UNDERWRITING" portion of the Limited Offering Memorandum) does not contain a misstatement of a material fact or omit to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading.

In case any claim shall be made or action brought against any Indemnified Person based upon the Limited Offering Memorandum, in respect of which indemnity may be sought against the Lessee, such Indemnified Person shall promptly notify the Lessee in writing setting forth the particulars of such claim or action and the Lessee shall assume the investigation and defense thereof including the retaining of counsel and the payment of all expenses, with full power to litigate, compromise or settle the same in its sole discretion; provided that the Indemnified Person shall have the right to review and approve or disapprove any such compromise or settlement. Any Indemnified Person shall have the right to retain separate counsel in any such action and to participate in the investigation and defense thereof but shall bear the fees and expenses of such counsel unless: (i) the Lessee shall have specifically authorized the retaining of such counsel and has consented to pay the fees and expenses thereof, such consent not to be unreasonably withheld; (ii) the parties to such suit include said Indemnified Person, and the Lessee and such Indemnified Person or Persons have been advised by such counsel that one or more legal defenses may be available to said Indemnified Person or Persons which may not be available to the Lessee, in which case the Lessee shall not be entitled to assume the defense of such suit notwithstanding its obligation to bear the fees and expenses of such counsel; (iii) in the judgment of such Indemnified Person, a conflict of interest exists by reason of common representation or if all parties commonly represented do not agree as to an action (or inaction) of counsel; (iv) the Authority or the State Treasurer, or any Indemnified Person thereof, engages the Attorney General of the State as separate counsel; or (v) the Lessee has failed to assume the defense and employ counsel reasonably acceptable to the Indemnitee.

(t) Between the date hereof and the Closing, without the prior written consent of the Underwriter, the Lessee will not have issued, and no other person will have issued in the name and on behalf of the Lessee, any bonds, notes or other obligations for borrowed money except for such borrowings as may be described in or contemplated by the Limited Offering Memorandum or otherwise consented to in writing by the Underwriter.

(u) The Lessee has complied with, shall continue to comply with, all provisions of the Credit Enhancement Grant Agreement relating to the Reserve Grant, and all State and federal laws and regulations relating to and applicable to the Reserve Grant.

(v) The Project shall comply with Article 2 of Chapter 1 of Part 7 of Division 2 of the California Labor Code.

(w) The representations, warranties, agreements and indemnities herein shall survive the Closing and any investigation made by or on behalf of either of the Underwriter or the Authority or any person who controls either of such parties of any matters described in or related to the transactions contemplated hereby and by the Lessee Documents or the Limited Offering Memorandum.

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6. Conditions to the Obligations of the Underwriter. The obligation of the Underwriter to cause payment of the purchase price for the Bonds on the Closing Date shall be subject to the accuracy in all material respects of the representations, warranties and agreements on the part of the Authority and the Borrower contained herein as of the date hereof and as of the Closing Date, to the accuracy in all material respects of the statements of the officers, members, agents and other officials of the Authority, the Borrower and the Lessee made in any certificates or other documents furnished pursuant to the provisions hereof, and to the performance by the Authority and the Borrower of their obligations to be performed hereunder at or prior to the Closing Date and to the following additional conditions:

(a) At the time of Closing, the Authority Documents, the Borrower Documents, the Member Documents, and the Lessee Documents shall be in full force and effect as valid, binding and enforceable agreements between or among the various parties thereto, and the Authority Documents, the Borrower Documents, the Member Documents, the Lessee Documents and the Limited Offering Memorandum shall not have been amended, modified or supplemented, except as described herein or as may otherwise have been agreed to in writing by the Underwriter, and there shall have been taken therewith, with the execution and delivery of the Bonds and with the transactions contemplated by this Bond Purchase Agreement, all such actions as, in the opinion of Bond Counsel, shall be necessary and appropriate;

(b) Between the date hereof and the Closing Date, none of the following shall have occurred:

(i) legislation enacted or introduced in the Congress or in the legislature of the State of California or recommended for passage by the President of the United States or the Governor of the State of California, as the case may be, or a decision rendered by a court established under Article III of the Constitution of the United States or under the Constitution of the State of California, as the case may be, or by the Tax Court of the United States, or an order, ruling, regulation (final, temporary or proposed) or official or staff statement issued or made:

(A) by or on behalf of the Treasury Department of the United States or the Internal Revenue Service, or any agency, commission or instrumentality of the State of California, with the purpose or effect, directly or indirectly, of imposing federal income taxation upon the interest as would be received by the holders of the Series 2026A Bonds or obligations of the general character of the Series 2026A Bonds, or State of California personal income taxation upon the interest as would be received by the holders of the Bonds or obligations of the general character of the Bonds, or

(B) by or on behalf of the Securities and Exchange Commission, or any other governmental agency having jurisdiction of the subject matter, to the effect that obligations of the general character of the Bonds or the Bonds are not exempt from registration under the Securities Act of 1933, as amended (the "Securities Act"), or that the Bond Indenture is not exempt from qualification under the Trust Indenture Act of 1939, as amended (the "Trust Indenture Act"),

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which, in either case, in the reasonable judgment of the Underwriter, would have a material and adverse effect on the market price or marketability of the Bonds; or

(C) which, in the reasonable judgment of the Underwriter, could have a material and adverse effect on the revenues of charter schools in California in general or the Lessee in particular;

(ii) the declaration of war or the outbreak or escalation of military hostilities involving the United States or the occurrence of any other national emergency or calamity relating to the effective operation of the government of or the financial community in the United States which, in the reasonable judgment of the Underwriter, would have a material and adverse effect on the market price or marketability of the Bonds;

(iii) the declaration of a general banking moratorium by federal, New York or California authorities, or the general suspension of trading on any national securities exchange or other securities exchange as may be applicable;

(iv) the imposition by the New York Stock Exchange or other national securities exchange or any governmental authority, of any material restrictions not now in force with respect to the Bonds or obligations of the general character of the Bonds or securities generally, or the material increase of any such restrictions now in force, including those relating to the extension of credit by, or the charge to the net capital requirements of, underwriters;

(v) an order, decree or injunction of any court of competent jurisdiction, or order, ruling, regulation or official or staff statement by the Securities and Exchange Commission, or any other governmental agency having jurisdiction of the subject matter, issued or made to the effect that the issuance, offering or sale of obligations of the general character of the Bonds, or the delivery, offering or sale of the Bonds, including any or all underlying obligations, as contemplated hereby or by the Limited Offering Memorandum, is or would be in violation of the federal securities laws as amended and then in effect;

(vi) any event occurring, or information becoming known which, in the judgment of the Underwriter, would have a material and adverse effect on the market price or marketability of the Bonds, because it makes untrue in any material respect any statement or information contained in the Limited Offering Memorandum, or has the effect that the Limited Offering Memorandum contains any untrue statement of material fact or omits to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading;

(vii) any legislation is passed by the legislature of the State of California or recommended for passage by the Governor of the State of California which would have the effect of amending the Charter Schools Act of 1992, as amended (constituting Part 26.8 of Division 4 of Title 2 of the California Education Code) and

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which, in the reasonable judgment of the Underwriter, would have a material and adverse effect on the market price or marketability of the Bonds;;

(viii) any adverse event occurs with respect to the affairs or financial condition of the Authority, the Borrower, the Lessee, the Master Trustee or the Trustee, which, in the reasonable judgment of the Underwriter, would have a material and adverse effect on the market price or marketability of the Bonds.

(c) At or prior to the Closing Date, the Underwriter shall have received the following documents, in each case satisfactory in form and substance to the Underwriter:

(i) The Authority Documents, the Borrower Documents, the Member Documents, and the Lessee Documents, each duly executed and delivered by the respective parties;

(ii) Three copies of the Limited Offering Memorandum executed by the Borrower and the Lessee;

(iii) An approving opinion, dated the Closing Date and addressed to the Authority, of Bond Counsel, in substantially the form attached to the Limited Offering Memorandum as Appendix H, and a supplemental opinion in a form acceptable to the Authority and the Underwriter, dated the Closing Date, in substantially the form attached hereto as EXHIBIT B;

(iv) An opinion of Musick, Peeler & Garrett LLP, counsel to the Borrower, the Members, and the Lessee, dated the Closing Date and addressed to the Authority, Bond Counsel and the Underwriter, in substantially the form attached hereto as EXHIBIT C with such changes as may be agreed to by Bond Counsel and counsel to the Underwriter;

(v) An opinion of Counsel to the Underwriter;

(vi) A certificate of an authorized official of the Authority as is acceptable to the Underwriter, dated the Closing Date, to the effect that:

(A) the Authority has fulfilled or performed each of its obligations contained in the Bond Indenture, the Loan Agreement and this Bond Purchase Agreement required to be fulfilled or performed by it as of the Closing Date;

(B) the Bonds have been duly authorized, executed, issued and delivered, and assuming due authentication by the Trustee, constitute valid and binding limited obligations of the Authority, enforceable in accordance with their terms, in conformity with, and entitled to the benefit and security of the Bond Indenture; and

(C) to the best of such official's knowledge, the representations and warranties made by the Authority in the Bond Purchase Agreement are true and correct in all material respects on

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the Closing Date, with the same effect as if made on and with respect to the facts as of the Closing Date.

(vii) A certified copy of the Resolution of the Authority authorizing the execution and delivery of the Authority Documents and approving the Limited Offering Memorandum;

(viii) A certificate of an authorized official of the Borrower in a form acceptable to Bond Counsel and the Underwriter, dated the Closing Date, to the effect that:

(A) the representations and warranties made by the Borrower in the Borrower Documents are true and correct in all material respects as of the Closing Date;

(B) the Borrower is not in default in the performance of any of the covenants, agreements or provisions contained in the Borrower Documents and applicable to the Borrower;

(C) to the best knowledge of such individual, no event has occurred since the date of the Limited Offering Memorandum which either makes untrue or incorrect in any material respect as of the Closing Date any statement or information (other than the information provided by the Authority in the Authority Information of the Limited Offering Memorandum, the information provided by Stifel, Nicolaus & Company, Incorporated, as underwriter in the "UNDERWRITING" portion of the Limited Offering Memorandum and the information regarding The Depository Trust Company in the Limited Offering Memorandum) contained in the Limited Offering Memorandum or is not reflected in the Limited Offering Memorandum but should be reflected therein in order to make the statements and information therein not misleading in any material respect; and

(D) any resolutions necessary in connection with the transactions contemplated by the Limited Offering Memorandum have not been amended, modified or rescinded and are effective as the Closing Date.

(ix) A certificate of an authorized official of each Member in a form acceptable to Bond Counsel and the Underwriter, dated the Closing Date, to the effect that:

(A) the representations and warranties made by the Member in the Member Documents are true and correct in all material respects as of the Closing Date;

(B) the Member is not in default in the performance of any of the covenants, agreements or provisions contained in the Member Documents and applicable to the Member;

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(C) to the best knowledge of such individual, no event has occurred since the date of the Limited Offering Memorandum which either makes untrue or incorrect in any material respect as of the Closing Date any statement or information (other than the information provided by the Authority in the Authority Information of the Limited Offering Memorandum, the information provided by Stifel, Nicolaus & Company, Incorporated, as underwriter in the "UNDERWRITING" portion of the Limited Offering Memorandum and the information regarding The Depository Trust Company in the Limited Offering Memorandum) contained in the Limited Offering Memorandum or is not reflected in the Limited Offering Memorandum but should be reflected therein in order to make the statements and information therein not misleading in any material respect; and

(D) any resolutions necessary in connection with the transactions contemplated by the Limited Offering Memorandum have not been amended, modified or rescinded and are effective as the Closing Date.

(x) A certificate of an authorized official of the Lessee in a form acceptable to Bond Counsel and the Underwriter, dated the Closing Date, to the effect that:

(A) the representations and warranties made by the Lessee in the Lessee Documents are true and correct in all material respects as of the Closing Date;

(B) The Lessee is not in default in the performance of any of the covenants, agreements or provisions contained in the Lessee Documents and applicable to the Lessee;

(C) to the best knowledge of such individual, no event has occurred since the date of the Limited Offering Memorandum which either makes untrue or incorrect in any material respect as of the Closing Date any statement or information (other than the information provided by the Authority in the Authority Information of the Limited Offering Memorandum, the information provided by Stifel, Nicolaus & Company, Incorporated, as underwriter in the "UNDERWRITING" portion of the Limited Offering Memorandum and the information regarding The Depository Trust Company in the Limited Offering Memorandum) contained in the Limited Offering Memorandum or is not reflected in the Limited Offering Memorandum but should be reflected therein in order to make the statements and information therein not misleading in any material respect; and

(D) any resolutions of the board of directors of the Lessee necessary in connection with the transactions contemplated by the Limited Offering Memorandum have not been amended, modified or rescinded and are effective as the Closing Date.

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(xi) Certificates of the Borrower and the Lessee to the effect that each of the documents executed by them is legal, binding and valid, reaffirming representations and certifications herein and such other matters as may reasonably be requested by the Underwriter;

(xii) The Articles of Incorporation of the Lessee certified by the Secretary of State of the State of California (within thirty days of the Closing Date), a Certificate of Good Standing of the Lessee issued by the Secretary of State of the State of California (within 7 business days of the Closing Date), a Certificate of Good Standing regarding the Lessee issued by the Franchise Tax Board of the State of California (within seven business days of the Closing Date), and a certified copy of the resolutions authorizing the execution and delivery of the Lessee Documents and the Limited Offering Memorandum;

(xiii) The Articles of Incorporation of the Borrower certified by the Secretary of State of the State of California (within thirty days of the Closing Date), a Certificate of Good Standing issued by the Secretary of State of the State of California (within 7 business days of the Closing Date), and a Certificate of Good Standing issued by the Franchise Tax Board of the State of California (within seven business days of the Closing Date), and a certified copy of the resolutions authorizing the execution and delivery of the Borrower Documents and the Limited Offering Memorandum;

(xiv) For each Member, the Articles of Organization thereof certified by the Secretary of State of the State of California (within thirty days of the Closing Date), a Certificate of Good Standing issued by the Secretary of State of the State of California (within seven business days of the Closing Date), and a Certificate of Good Standing issued by the Franchise Tax Board of the State of California (within seven business days of the Closing Date);

(xv) A copy of the Charter for each of the Schools;

(xvi) Evidence that the Borrower is an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended;

(xvii) Evidence that the Lessee is an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended;

(xviii) An opinion of counsel to the Authority, in substantially the form attached hereto as EXHIBIT D;

(xix) Copies of (i) an ALTA lender's policy of title insurance with respect to the MSA-1 Facilities, dated the Closing Date, in an amount not less than the principal amount of the Bonds, and (ii) evidence of compliance with all other insurance-related requirements set forth in the Loan Agreement and the Series 2026 School Loan Agreement;

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(xx) An opinion of counsel to the Trustee and the Master Trustee, and addressed to the Authority, in form and substance satisfactory to the Authority and Underwriter;

(xxi) "Deemed final" certificates of the Borrower, the Lessee, and the Authority, in form and substance satisfactory to the Underwriter;

(xxii) evidence satisfactory to the Underwriter that the Bonds have been rated "_____" with a stable outlook by Moody's Investor Service, and that such rating is in effect as of the Closing;

(xxiii) A copy of the Intercept Notice;

(xxiv) Evidence of the filing of any UCC Financing Statement necessary to perfect security interests granted by the Borrower, any Member or Lessee under the Borrower Documents, Member Documents or Lessee Documents;

(xxv) Letters from the authorizers thereof to the effect that the Charter for each of the Schools is in effect and in good standing;

(xxvi) Executed copies of the Credit Enhancement Grant Agreement and evidence of the receipt of the Reserve Grant by the Trustee;

(xxvii) A copy of a completed Policy Statement 103 Application for Exemption, executed by the Authority for submission to the State of New York Department of Law; and

(xxviii) Such additional legal opinions, certificates, proceedings, instruments and other documents as the Underwriter, the Authority or Bond Counsel may reasonably request to evidence compliance by the Authority, and the Borrower and the Lessee with legal requirements, the truth and accuracy, as of the Closing Date, of the representations (A) of the Authority contained herein, (B) of the Borrower contained herein and in the other Borrower Documents, (C) of the Lessee contained herein and in the other Lessee Documents, and (D) of MPM Santa Ana contained in the Member Documents, and the due performance or satisfaction by the Authority and the Borrower at or prior to such time of all agreements then to be performed and all conditions then to be satisfied by the Authority and the Borrower.

If the Authority shall be unable to satisfy the conditions to the Underwriter's obligations contained in this Bond Purchase Agreement or if the Underwriter's obligations shall be terminated for any reason permitted herein, this Bond Purchase Agreement shall terminate, and neither the Underwriter nor the Authority nor the State Treasurer shall have any further obligation hereunder. The obligations of the Borrower set forth in Section 4(o) and Section 8 and the Lessee set forth in Section 5(s) shall survive any termination of this Bond Purchase Agreement.

7. Conditions to Obligations of the Authority. The obligations of the Authority hereunder and under the Bond Indenture to cause the preparation, execution and delivery of the Bonds on the Closing Date shall be subject to the performance by the Underwriter of its obligations to be performed hereunder at or prior to the Closing Date and to the following additional conditions:

(a) The Authority Documents shall have been executed by the other parties thereto;

(b) No order, decree, injunction, ruling or regulation of any court, regulatory agency, public board or body shall have been issued, nor shall any legislation have been enacted, with the purpose or effect, directly or indirectly, of prohibiting the offering, sale or execution and delivery of the Bonds as contemplated hereby or by the Limited Offering Memorandum;

(c) The documents contemplated by Section 6(c) shall have been delivered substantially in the forms set forth herein or, as the case may be, in form and substance satisfactory to Bond Counsel and to the Authority; and

(d) The Authority shall have received evidence of payment or provision for payment of the fees of the Authority and the State Treasurer as agent for sale of the Bonds.

Each of the State Treasurer and the Authority, acting alone, may terminate this Bond Purchase Agreement if the Underwriter or the Borrower shall fail, by the Closing, to perform its obligations contained herein, upon written notice of such termination given to the Underwriter.

8. Fees and Expenses.

(a) The Borrower shall pay, or cause to be paid, all expenses and costs incident to the authorization, execution, sale and delivery of the Bonds to the Underwriter, including: (1) the costs of preparing, printing and delivering the Bonds and the Limited Offering Memorandum (including any supplements or amendments thereto); (2) fees and expenses of the Trustee, accountants, financial advisors or other consultants retained by the Authority, the State Treasurer or the Borrower; (3) fees for the title insurance; (4) expenses (included in the expense component of the spread) incurred on behalf of the employees or officers of the Borrower or the Lessee that are incidental to implementing this Bond Purchase Agreement, including, but not limited to, meals related to travel, transportation and lodging of such employees or officers; (5) any out-of-pocket disbursements of the Authority and the State Treasurer, fees and expenses of each of Bond Counsel, Counsel to the Authority, Underwriter's Counsel and the State Treasurer; and (6) any other expenses and costs of the Authority, the State Treasurer and the Borrower incident to the performance of their respective obligations in connection with the authorization, execution, sale and delivery of the Bonds, including out-of-pocket expenses and regulatory expenses, and any other expenses agreed to by the parties. All fees and expenses to be paid by the Borrower pursuant to this Bond Purchase Agreement may be paid from Bond proceeds to the extent permitted by the Bond Indenture.

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(b) The Underwriter shall pay from the expense component of the Underwriter's spread all expenses incurred by it in connection with the public offering and distribution of the Bonds including, without limitation: (1) all advertising expenses in connection with the offering of the Bonds; and (2) all reasonable out-of-pocket disbursements and expenses incurred by the Underwriter in connection with the offering and distribution of the Bonds (excluding the fees and expenses of its counsel) including, CUSIP Bureau and California Debt and Investment Advisory Commission fees, if any, except as provided in subsection (a) above or as otherwise agreed to by the Underwriter, the Authority, and the Borrower.

9. Termination. This Bond Purchase Agreement may be terminated by the Underwriter if any of the conditions specified herein shall not have been fulfilled by the Closing upon written notice of such termination to the Authority and the Borrower. The Underwriter may also terminate this Bond Purchase Agreement prior to the delivery of and payment for the Bonds if, subsequent to the date hereof, there shall have occurred any event described pursuant to Section 6(b) hereof. The Authority and the Borrower may terminate this Bond Purchase Agreement if the Underwriter shall fail, by the Closing, to perform its obligations contained herein, upon written notice of such termination to the Underwriter.

Any notice of termination pursuant to this Section shall be given in the manner provided in the following section hereof. If this Bond Purchase Agreement shall be terminated as provided in the first paragraph of this Section, such termination shall be without any liability of the State Treasurer, the Authority, the Underwriter or the Borrower; provided, that the obligations of the Borrower set forth in Section 4(n) hereof and Section 8 hereof shall survive any such termination.

10. Notices. Any notice or other communication to be given to the Authority, the State Treasurer, the Lessee or the Borrower may be given by delivering the same to the address indicated on the first page hereof, any such notice or other communication to be given to the Underwriter may be given by delivering the same to Stifel, Nicolaus & Company, Incorporated, 2121 Avenue of the Stars, Suite 2150, Los Angeles, California 90067, Attention: John Kim.

11. Limitation of Liability of Authority and State Treasurer. Neither the Authority nor the State Treasurer shall be directly, indirectly, contingently or otherwise liable for any costs, expenses, losses, damages, claims or actions of any conceivable kind under any conceivable theory under this Bond Purchase Agreement or any document or instrument referred to herein or by reason of or in connection with this Bond Purchase Agreement or other document or instrument, except to the extent it receives amounts from the Borrower available for such purpose.

12. Indemnification.

(a) The Underwriter agrees to indemnify and hold harmless the Authority and the State Treasurer and the members, officers, agents and employees of the State Treasurer and the Authority against any losses, claims, damages or liabilities to which any of them may become subject, under federal securities laws, or otherwise, insofar as such losses, claims, damages or liabilities (or actions in respect thereof) arise out of or are based upon any untrue statement or alleged untrue statement of a material fact contained in the "UNDERWRITING" section of the Preliminary Limited Offering Memorandum or Limited Offering Memorandum, or any amendment or supplement thereto, or arise out of or are based upon the omission or alleged omission to state therein a material fact necessary to make the statements therein not misleading, in each case to the extent, but only to the extent, that such untrue

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statement or omission or alleged omission was made in the "UNDERWRITING" section of the Preliminary Limited Offering Memorandum or Limited Offering Memorandum or any such amendment or supplement in reliance upon and in conformity with written information furnished to the Authority by the Underwriter expressly for use therein or reviewed without comment by the Underwriter; and will reimburse such indemnified parties for any legal or other expenses reasonably incurred thereby in connection with investigating or defending any such action or claim.

(b) Promptly after receipt by an indemnified party pursuant to subsection (a) above of notice of the commencement of any action, such indemnified party shall, if a claim in respect thereof is to be made against the indemnifying party under such subsection, notify in writing of the commencement thereof; but the omission so to notify the indemnifying party shall not relieve it from any liability which it may have to any indemnified party otherwise than under such subsection. In case any such action shall be brought against any indemnified party and it shall notify of the commencement thereof, and shall be entitled to participate therein and to assume the defense thereof, with counsel satisfactory to such indemnified party (who shall not, except with the consent of the indemnified party, be counsel to the indemnifying party or shall otherwise have an actual or potential conflict in such representation), and, after notice to such indemnified party of its election so to assume the defense thereof, shall not be liable to such indemnified party under such subsection for any legal expenses or other counsel or any other expenses, in each case subsequently incurred by such indemnified party, in connection with the defense thereof other than costs of investigation; provided, however, that each indemnified party shall have the right to employ separate counsel in any such action or proceeding and participate in the investigation and defense thereof, and the Underwriter shall pay the fees and expenses of such separate counsel; provided further, however, that such indemnified party may only employ separate counsel at the expense of the Underwriter if (1) the indemnified party engages the of the State as separate counsel, (2) in the judgment of such indemnified party a conflict of interest exists by reason of common representation, (3) if all parties commonly represented do not agree as to the action (or inaction) of counsel, (4) if substantially different or additional defenses apply to such indemnified party, or (5) the Underwriter has failed to assume the defense and employ counsel reasonably acceptable to the indemnified party.

13. Parties in Interest. This Bond Purchase Agreement as heretofore specified shall constitute the entire agreement between us with respect to the subject matter of this Bond Purchase Agreement and supersedes all prior agreements and understandings, both written and oral, with respect to the subject matter of this Bond Purchase Agreement. This Bond Purchase Agreement is made solely for the benefit of the Authority, the State Treasurer, the Borrower, the Lessee (including the successors of the Authority, the State Treasurer, the Borrower, and the Lessee) and the Underwriter (including successors or assigns of the Underwriter) and no other person shall acquire or have any right hereunder or by virtue hereof. This Bond Purchase Agreement may not be assigned by the Authority, the State Treasurer, the Borrower or the Lessee. All of the representations, warranties and agreements contained in this Bond Purchase Agreement shall remain operative and in full force and effect, regardless of (i) any investigations made by or on behalf of the Underwriter, the State Treasurer or the Authority; and (ii) delivery of and payment for the Bonds pursuant to this Bond Purchase Agreement.

14. Governing Law; Venue. The laws of the State of California govern all matters arising out of or relating to this Bond Purchase Agreement, including, without limitation, its validity,

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interpretation, construction, performance, and enforcement. Any party bringing a legal action or proceeding against any other party arising out of or relating to this Bond Purchase Agreement shall bring the legal action or proceeding in the Sacramento County Superior Court, Sacramento, California, unless the Authority waives this requirement in writing. Each party agrees that the exclusive (subject to waiver as set forth herein) choice of forum set forth in this section does not prohibit the enforcement of any judgment obtained in that forum or any other appropriate forum. Each party waives, to the fullest extent permitted by law, (a) any objection which it may now or later have to the laying of venue of any legal action or proceeding arising out of or relating to this Bond Purchase Agreement brought in the Sacramento County Superior Court, Sacramento, California, and (b) any claim that any such action or proceeding brought in such court has been brought in an inconvenient forum.

15. Section Headings. Section headings have been inserted in this Bond Purchase Agreement as a matter of convenience of reference only, and it is agreed that such section headings are not a part of this Bond Purchase Agreement and will not be used in the interpretation of any provisions of this Bond Purchase Agreement.

16. Counterparts. This Bond Purchase Agreement may be executed in several counterparts each of which shall be regarded as an original (with the same effect as if the signatures thereto and hereto were upon the same document) and all of which shall constitute one and the same document.

17. Electronic Signatures. Each of the parties hereto agrees that the transaction consisting of this Bond Purchase Agreement may be conducted by electronic means. Each party agrees, and acknowledges that it is such party's intent, that if such party signs this Bond Purchase Agreement using an electronic signature, it is signing, adopting, and accepting this agreement and that signing this Bond Purchase Agreement using an electronic signature is the legal equivalent of having placed its handwritten signature on this Bond Purchase Agreement on paper. Each party acknowledges that it is being provided with an electronic or paper copy of this Bond Purchase Agreement in a usable format.

18. Rules of Construction. The parties hereto acknowledge that each such party and their respective counsel have participated in the drafting and revision of this Bond Purchase Agreement. Accordingly, the parties agree that any rule of construction that disfavors the drafting party shall not apply in the interpretation of this Bond Purchase Agreement or any amendment or supplement or exhibit hereto or thereto.

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If the foregoing is in accordance with your understanding of our agreement, please sign and return to the Underwriter the enclosed duplicate whereupon it will become a binding agreement among the Authority, the Borrower, the Lessee and the Underwriter.

STIFEL, NICOLAUS & COMPANY,
INCORPORATED, as Underwriter

By:_____
Managing Director

[Signatures continue on next page]

[Counterpart signature page to the Bond Purchase Agreement]

ACCEPTED at _____ a.m./p.m. Pacific Time this _____ day of March, 2026.

TREASURER OF THE STATE OF CALIFORNIA

By:_____
Deputy Treasurer
For California State Treasurer Fiona Ma

CALIFORNIA SCHOOL FINANCE AUTHORITY

By:_____
Executive Director

[Signatures continue on next page]

[Counterpart signature page to the Bond Purchase Agreement]

ACCEPTED at _____ a.m./p.m. Pacific Time this _____ day of March, 2026.

MAGNOLIA PROPERTIES MANAGEMENT, INC., a California nonprofit public benefit corporation

By:_____
Alfredo Rubalcava
President

[Signatures continue on next page]

[Counterpart signature page to the Bond Purchase Agreement]

ACCEPTED at _____ a.m./p.m. Pacific Time this _____ day of March, 2026.

MAGNOLIA EDUCATIONAL & RESEARCH FOUNDATION, a California nonprofit public benefit corporation

By:_____
Alfredo Rubalcava
Chief Executive Officer and Superintendent

EXHIBIT A

MATURITY SCHEDULE; REDEMPTION

$_____ Series 2026A Bonds

Maturity (July 1)	Type	Principal Amount	Interest Rate	Yield	Initial Offering Price*

$_____ Series 2026B Bonds

Maturity (July 1)	Type	Principal Amount	Interest Rate	Yield	Initial Offering Price

_____

* At least 10% of each maturity of the Series 2026A Bonds sold to the public on the sale date.

C Priced to yield to the first optional redemption date of July 1, 20__, at par.

Redemption:

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EXHIBIT B

FORM OF SUPPLEMENTAL OPINION OF BOND COUNSEL

March __, 2026

Stifel, Nicolaus & Company, Incorporated
Los Angeles, California

California School Finance Authority
Sacramento, California

California School Finance Authority
Charter School Revenue Bonds
(Magnolia Public Schools – Obligated Group),
Series 2026A

and

California School Finance Authority
Charter School Revenue Bonds
(Magnolia Public Schools – Obligated Group),
Series 2026B (Taxable)
(Supplemental Opinion)

Ladies and Gentlemen:

This letter is provided pursuant to Section 6(c)(iii) of the Bond Purchase Agreement, dated March __, 2026 (the "Purchase Contract"), among Stifel, Nicolaus & Company, Incorporated (the "Underwriter"), the California School Finance Authority (the "Authority"), the Treasurer of the State of California, as agent for sale on behalf of the Authority, Magnolia Properties Management, Inc., a California nonprofit public benefit corporation (the "Borrower"), and Magnolia Educational & Research Foundation, a California nonprofit public benefit corporation ("MERF"), providing for the purchase by the Underwriter of $_____ aggregate principal amount of California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026A (the "Series 2026A Bonds") and $_____ aggregate principal amount of California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group), Series 2026B (Taxable) (the "Series 2026B Bonds" and, together with the Series 2026A Bonds, the "Bonds"). The Bonds are being issued pursuant to an indenture, dated as of March 1, 2026 (the "Bond Indenture"), between the Authority and UMB Bank, National Association, as trustee (the "Trustee"), for the stated purpose of making a loan of the proceeds thereof to the Borrower. Capitalized terms not otherwise defined herein shall have the meanings ascribed thereto in the Bond Indenture or, if not defined in the Bond Indenture, in the Purchase Contract.

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We have delivered our final legal opinion (the "Bond Opinion") as bond counsel to the Authority concerning the validity of the Bonds and certain other matters, dated the date hereof and addressed to the Authority. You may rely on such opinion as though the same were addressed to you.

In connection with our role as bond counsel to the Authority, we have reviewed the Purchase Contract, the Bond Indenture, the Loan Agreement, the Master Indenture of Trust, the Supplemental MTI for Obligation No. 2, the Tax Certificate, opinions of counsel to the Authority, the Trustee, the Borrower and MERF, certificates of the Authority, the Trustee, the Borrower, MERF and others, and such other documents, opinions and matters to the extent we deemed necessary to render the opinions set forth herein. We have assumed the correctness of the opinion of Musick, Peeler & Garrett LLP, counsel to the Borrower and MERF, regarding, among other matters, the current qualifications of the Borrower and MERF as organizations described in Section 501(c)(3) of the Internal Revenue Code of 1986 (the "Code"). We note that such opinion is subject to a number of qualifications and limitations. We have also assumed the correctness of representations of the Borrower and MERF regarding the use of the facilities financed or refinanced with the proceeds of the Bonds in activities that are not considered unrelated trade or business activities of the Borrower and MERF within the meaning of Section 513 of the Code. Failure of the Borrower or MERF to be organized and operated in accordance with the Internal Revenue Service's requirements for the maintenance of its status as an organization described in Section 501(c)(3) of the Code, or use of the bond-financed or refinanced facilities in activities that are considered unrelated trade or business activities of the Borrower and MERF within the meaning of Section 513 of the Code, could negatively affect several of the opinions set forth below.

The opinions expressed herein are based on an analysis of existing laws, regulations, rulings and court decisions and cover certain matters not directly addressed by such authorities. Such opinions may be affected by actions taken or omitted or events occurring after the original delivery of the Bonds on the date hereof. We have not undertaken to determine, or to inform any person, whether any such actions are taken or omitted or events do occur or any other matters come to our attention after the original delivery of the Bonds on the date hereof. We have assumed the genuineness of all documents and signatures provided to us and the due and legal execution and delivery of each such document by each party thereto other than the Authority and that each such document constitutes a valid and binding agreement of such party. We have assumed, without undertaking to verify, the accuracy of the factual matters represented, warranted or certified in the documents, and of the legal conclusions contained in the opinions, referred to in the third paragraph hereof. We have further assumed compliance with all covenants and agreements contained in such documents. In addition, we call attention to the fact that the rights and obligations under the Bonds, the Bond Indenture, the Loan Agreement, the Tax Certificate and the Purchase Contract and their enforceability may be subject to bankruptcy, insolvency, receivership, reorganization, arrangement, fraudulent conveyance, moratorium and other laws relating to or affecting creditors' rights, to the application of equitable principles, to the exercise of judicial discretion in appropriate cases and to the limitations on legal remedies against governmental entities such as the Authority in the State of California. We express no opinion with respect to any indemnification, contribution, liquidated damages, penalty (including any remedy deemed to constitute a penalty), right of set-off, arbitration, judicial reference, choice of law, choice of forum, choice of venue, non-exclusivity of remedies, waiver or severability

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provisions contained in the foregoing documents, nor do we express any opinions with respect to the state or quality of title to or interest in any real or personal property described in or as subject to the lien of the Bond Indenture or the Loan Agreement or the accuracy or sufficiency of the description contained therein of, or the remedies available to enforce liens on, any such property. Finally, we undertake no responsibility for the accuracy, except as expressly set forth in numbered paragraph 3 below, completeness or fairness of the Limited Offering Memorandum, dated March __, 2026 (the "Limited Offering Memorandum") or other offering material relating to the Bonds and express no view with respect thereto.

Based on and subject to the foregoing, and in reliance thereon, as of the date hereof, we are of the following opinions:

1. The Bonds are not subject to the registration requirements of the Securities Act of 1933, as amended, and the Bond Indenture is exempt from qualification pursuant to the Trust Indenture Act of 1939, as amended.

2. The Purchase Contract has been duly executed and delivered by, and constitutes a valid and binding agreement of, the Authority.

3. The statements contained in the Limited Offering Memorandum under the captions "THE BONDS" (excluding information relating to the book-entry system, DTC and securities depositories), "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS," "TAX MATTERS," and "Appendix C – "SUMMARY OF PRINCIPAL BOND DOCUMENTS," excluding any material that may be treated as included under such captions by cross-reference or reference to other documents or sources, insofar as such statements expressly summarize certain provisions of the Bond Indenture, the Loan Agreement, the Master Indenture of Trust, the Supplemental MTI for Obligation No. 2, and the form and content of the Bond Opinion, are accurate in all material respects.

This letter is furnished by us as bond counsel to the Authority. No attorney-client relationship has existed or exists between our firm and the Underwriter in connection with the Bonds or by virtue of this letter. We disclaim any obligation to update this letter. This letter is delivered to you as Underwriter of the Bonds and the Authority, is solely for your benefit in these respective capacities in connection with the original delivery of the Bonds on the date hereof, and is not to be used, circulated, quoted or otherwise referred to or relied upon for any other purpose or by any other person. This letter is not intended to, and may not, be relied upon by owners of the Bonds or by any other party to whom it is not specifically addressed.

Very truly yours,

ORRICK, HERRINGTON & SUTCLIFFE LLP

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EXHIBIT C

FORM OF CONSOLIDATED OPINION OF COUNSEL
TO THE BORROWER AND THE LESSEE

March __, 2026

California School Finance Authority
300 S. Spring Street, Suite 8500
Los Angeles, California 90013

UMB Bank, National Association
As Trustee
650 Town Center Drive, Suite 800
Costa Mesa, CA 92626

Stifel, Nicolaus & Company, Incorporated
2121 Avenue of the Stars, Suite 2050
Los Angeles, California 90067

Orrick, Herrington & Sutcliffe LLP
The Orrick Building
405 Howard Street
San Francisco, CA 94105

Re: California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026A, and California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026B (Taxable)

Ladies and Gentlemen:

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EXHIBIT D

FORM OF OPINION OF COUNSEL TO THE AUTHORITY

March __, 2026

California School Finance Authority
Sacramento, California

Re: California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026A and

California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026B (Taxable)

Ladies and Gentlemen:

We have acted as counsel to the California School Finance Authority (the "Authority") in connection with the issuance of the above-referenced bonds (the "Bonds"). This opinion is delivered to you pursuant to Section 6(c)(xv) of the Bond Purchase Agreement, dated March __, 2026 (the "Purchase Agreement"), among the Authority, the Treasurer of the State of California, as agent for sale on behalf of the Authority, and Stifel, Nicolaus & Company, Incorporated, as underwriter, and approved by Magnolia Properties Management, Inc. (the "Borrower") and Magnolia Educational & Research Foundation.

The Bonds are authorized to be issued pursuant to the provisions of the California School Finance Authority Act, constituting Chapter 18 (commencing with Section 17170) of Part 10 of Division 1 of Title 1 of the Education Code of the State of California. The Bonds are being issued under a bond indenture, dated as of March 1, 2026 (the "Bond Indenture"), between the Authority and UMB bank, National Association, as bond trustee (the "Bond Trustee"). The proceeds of the Bonds are being loaned by the Authority to the Borrower pursuant to a loan agreement, dated as of March 1, 2026 (the "Loan Agreement"), between the Authority and the Borrower. Capitalized terms used herein and not otherwise defined shall have the meanings given such terms in the Bond Indenture.

The Authority's only source of payment for the principal of, premium, if any, or interest on the Bonds are revenues from payments by the Borrower and from certain other limited sources provided for and described in the Bond Indenture. The Authority is not obligated to pay the principal of, premium, if any, or interest on the Bonds except from such revenues and certain other limited sources provided for and described in the Bond Indenture. Neither the faith and credit nor the taxing power of the State of California or any subdivision thereof, or any local agency, is pledged to the payment of the principal of, premium, if any, or interest on the Bonds. The Authority has no taxing power with which to provide for payment of the principal of, premium, if any, or interest on the Bonds, nor does it have the power to commit the faith and credit or the taxing power of the State of California or any subdivision thereof, or any local agency, to the payment of the principal of, premium, if any, or interest on the Bonds.

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As to questions of fact material to this opinion, we have relied upon representations contained in the Indenture, the Loan Agreement, and the Purchase Agreement] (the "Authority Documents") and in certain certificates, documents, records, statements, and opinions furnished by, or on behalf of, the Authority and the Borrower, without undertaking to verify such facts by independent investigation. We have reviewed the Authority Documents, certificates of the Authority and others, information in the Limited Offering Memorandum dated as of [date] relating to the Bonds (the "Limited Offering Memorandum") under the captions "THE AUTHORITY" and "ABSENCE OF MATERIAL LITIGATION – The Authority," and such other documents, opinions, and matters to the extent deemed necessary to render the opinions set forth herein. In addition, we have assumed compliance with the covenants and agreements contained in the Authority Documents.

The opinions expressed herein are based on an analysis of existing laws, regulations, rulings, and court decisions and cover certain matters not directly addressed by such authorities. Such opinions may be affected by actions taken or omitted or events occurring after the date hereof. We have not undertaken to determine, or to inform any person, whether any such actions are taken or omitted or events do occur or any other matters come to our attention after the date hereof, and we disclaim any obligation to update this opinion. We have assumed the genuineness of all documents and signatures presented to us (whether as originals or as copies) and the due and legal execution and delivery thereof by, and validity against, any parties other than the Authority. We have not undertaken to verify independently, and have assumed, the accuracy of the factual matters represented, warranted, or certified in the documents, and of the legal conclusions contained in the opinions, referred to in the immediately preceding paragraph hereof.

We express no opinion as to whether interest on the Bonds is excluded from gross income for federal income tax purposes or exempt from State of California personal income taxes or as to any other tax consequences related to the ownership or disposition of, or the accrual or receipt of interest on, the Bonds. Although one or more Authority Documents may reference or incorporate the [Tax Certificate/Agreement], we express no opinion regarding the [Tax Certificate/Agreement]. We take no responsibility for the accuracy, completeness, or fairness of the Limited Offering Memorandum or other offering material relating to the Bonds and express no opinion with respect thereto, except as expressly set forth in numbered paragraph (2) below.

Based upon and subject to the foregoing, and in reliance thereon, as of the date hereof, we are of the opinion that:

1. The Authority is a public instrumentality validly existing under the Constitution and laws of the State of California.

2. The Limited Offering Memorandum has been duly authorized by the Authority, and the information contained in the Limited Offering Memorandum under the captions "THE AUTHORITY" and "ABSENCE OF MATERIAL LITIGATION – The Authority" is true and correct.

3. Resolution No. 26-__, adopted on February 26, 2026, approving and authorizing the execution and delivery of the Authority Documents, the Bonds, and the Limited Offering Memorandum, was duly adopted at a meeting of the governing body of the Authority which was called and held pursuant to law and with all public notice required by law and at which a quorum was present and acting throughout.

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4. There is no action, suit, or proceeding pending (with service of process against the Authority having been accomplished) or any action, suit, proceeding, inquiry, or investigation before any court, governmental agency, or public board or body to our knowledge threatened against the Authority to restrain or enjoin the issuance or delivery of the Bonds, the collection of revenues pledged under the Bond Indenture, the assignment of the Loan Agreement under the Indenture, or the loaning of the proceeds of the Bonds to the Borrower under the Loan Agreement, or contesting any authority for the issuance of the Bonds, the validity of the Bonds, or the Authority Documents, or contesting the existence or powers of the Authority with respect to the issuance of the Bonds or the security therefor, wherein an unfavorable decision, ruling, or finding would materially adversely affect the transactions contemplated by the Authority Documents or the validity of the Bonds (it being understood that we have made no docket search of state or federal courts nor any other similar inquiry regarding such matters).

5. The execution and delivery of the Bonds and the Authority Documents and compliance with the provisions thereof under the circumstances contemplated thereby do not and will not in any material respect conflict with or constitute on the part of the Authority a breach of or default under any agreement or other instrument known to us to which the Authority is a party or by which it is bound or any existing law, regulation, court order, or consent decree to which the Authority is subject, which would, in any such case, materially adversely affect the Authority's ability to perform its obligations under the Authority Documents; provided that no representation is made regarding compliance with any federal or state securities or "blue sky" laws.

6. The Authority Documents have been duly authorized, executed, and delivered by the Authority and, assuming due authorization, execution, and delivery by the other parties thereto, are valid and binding obligations of the Authority, and the Bonds have been duly authorized, executed, and delivered by the Authority and, assuming proper authentication by the Bond Trustee, constitute valid and binding limited obligations of the Authority, payable only from revenues and from certain other specified funds in accordance with their terms and secured as provided in the Indenture, in each case enforceable in accordance with their respective terms, subject to the laws relating to bankruptcy, insolvency, reorganization, arrangement, fraudulent conveyance, moratorium, and other similar laws related to or affecting creditors' rights generally, to the application of equitable principles as the court having jurisdiction may impose, regardless of whether such enforceability is considered in a proceeding in equity or law, to the exercise of judicial discretion in appropriate cases, and to the limitations on legal remedies against governmental entities in the State of California. We express no opinion with respect to any indemnification, contribution, penalty, choice of law, choice of forum, choice of venue, severability, or waiver provisions contained in the Authority Documents.

We are furnishing this letter to you as your counsel. It is being delivered to you as issuer of the Bonds, is solely for your benefit as such issuer, and is not to be used, circulated, quoted, or otherwise referred to or relied upon for any other purpose or by any other person. This letter is not intended to, and may not, be relied upon by owners of the Bonds or by any other party to whom it is not specifically addressed.

Respectfully submitted,

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EXHIBIT E

FORM OF ISSUE PRICE CERTIFICATE

$_____
CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(MAGNOLIA PUBLIC SCHOOLS – OBLIGATED GROUP)
SERIES 2026A

The undersigned, on behalf of Stifel, Nicolaus & Company, Incorporated ("Stifel") hereby certifies as set forth below with respect to the sale and issuance of the above-captioned bonds (the "Bonds").

1. ***Sale of the Bonds***. As of the date of this certificate, for each Maturity of the Bonds, the first price at which at least 10% of such Maturity was sold to the Public is the respective prices listed in Schedule I.

2. ***Defined Terms***.

(a) *Issuer* means the California School Finance Authority.

(b) *Maturity* means Bonds with the same credit and payment terms. Bonds with different maturity dates, or Bonds with the same maturity date but different stated interest rates, are treated as separate maturities.

(c) *Public* means any person (including an individual, trust, estate, partnership, association, company, or corporation) other than an Underwriter or a related party to an Underwriter. The term "related party" for purposes of this certificate generally means any two or more persons who have greater than 50 percent common ownership, directly or indirectly.

(d) *Sale Date* means the first day on which there is a binding contract in writing for the sale of a Maturity of the Bonds. The Sale Date of the Bonds is March __, 2026.

(e) *Underwriter* means (i) any person that agrees pursuant to a written contract with the Issuer (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the Public, and (ii) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (i) of this paragraph to participate in the initial sale of the Bonds to the Public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Bonds to the Public).

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The representations set forth in this certificate are limited to factual matters only. Nothing in this certificate represents Stifel's interpretation of any laws, including specifically Sections 103 and 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations thereunder. The undersigned understands that the foregoing information will be relied upon by the Issuer with respect to certain of the representations set forth in the Tax Certificate to which this certificate is included as Exhibit B thereto and with respect to compliance with the federal income tax rules affecting the Bonds, and by Orrick, Herrington & Sutcliffe LLP in connection with rendering its opinion that the interest on the Bonds is excludable from gross income for federal income tax purposes, the preparation of the Internal Revenue Service Form 8038, and other federal income tax advice that it may give to the Issuer from time to time relating to the Bonds.

STIFEL, NICOLAUS & COMPANY,
INCORPORATED

By:_____
Authorized Signatory

By:_____
Authorized Signatory

Dated: April __, 2025

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APPENDIX A

CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP

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APPENDIX A

CERTAIN INFORMATION REGARDING MERF, THE SERIES 2026 SCHOOLS, THE BORROWER AND THE MEMBERS OF THE OBLIGATED GROUP

Certain statements contained in this Appendix A reflect forecasts, projections and "forward-looking statements." No assurance can be given that the future results discussed herein will be achieved. Actual results may differ materially from the forecasts described herein. In this respect, the words "estimate," "project," "anticipate," "expect," "intend," "believe" and similar expressions are intended to identify forward-looking statements. All projections, forecasts, assumptions, expressions of opinions, estimates and other forward-looking statements are expressly qualified in their entirety by the cautionary statements set forth

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in this Limited Offering Memorandum. Unless otherwise noted, all information, data, and projections in this Appendix A were furnished by the Lessee. All capitalized terms in this Appendix A that are not defined herein will have such meaning as given to them in the forepart of this Limited Offering Memorandum.

THE LESSEE

Magnolia Educational & Research Foundation, doing business as Magnolia Public Schools (the "Lessee" or "MERF") is a California nonprofit public benefit corporation and an organization described in Section 501(c)(3) of the Internal Revenue Code of 1986. MERF operates as a nonprofit charter management organization headquartered in Los Angeles, California, that operates a network of charter schools throughout the State, including Magnolia Science Academy ("MSA-1"), Magnolia Science Academy 5 ("MSA-5"), Magnolia Science Academy-San Diego ("MSA-SD"), and Magnolia Science Academy-Santa Ana ("MSA-SA" and together with MSA-1, MSA-5 and MSA-SD, the "Series 2026 Schools"). MERF currently operates eleven charter schools (collectively referred to herein as the "Magnolia Schools"), most recently opening Magnolia Science Academy-Orange County ("MSA-OC"), in the fall of 2025. While each Magnolia School has its own charter, MERF operates all of the Magnolia Schools as a single California nonprofit corporation. MERF was incorporated on August 28, 1997.

MERF is dedicated to inspiring students to choose career paths in science, technology, engineering, arts, and mathematics ("STEAM"), while providing a robust, standards-based education program within a supportive culture that strives toward excellence. MERF's "culture of excellence" is based on (1) core values, (2) the cultivation of college aspirations, and (3) a dedicated, highly trained faculty that implements a comprehensive educational approach.

MERF's central office (the "Central Office") executes the decisions and policies set by the Board of Directors of MERF (the "Board") and manages business operations in the Magnolia Schools. The responsibilities of the Central Office include overseeing operations for compliance with charter agreements, hiring school principals, managing payroll, purchasing, budgeting and auditing, community outreach, public relations, data management, information technology and facilities, and serving as a point of contact for the chartering agency.

About the Lessee

History. In 1998, MERF began its first project of providing volunteer tutors for middle and high school students, especially for math, science and computer technology assistance, utilizing its connections to major research universities throughout southern California. In 1999, MERF organized and implemented a joint program with the Culver City Unified School District to provide tutoring for district students. It also started a free tutoring program in the Sherman Oaks/Van Nuys Area of the San Fernando Valley. These programs resulted from cooperative partnerships with school districts to support educational initiatives.

In the fall of 2002, MERF established its first charter school, MSA-1, in the San Fernando Valley of southern California. Since then, MERF has grown in size and sophistication, establishing ten other charter schools in the State of California (the "State"), while maintaining the goal of providing an innovative, high-quality education to students. MERF is the largest STEAM-focused charter management organization in the State.

Charter Schools Operated by the Lessee

MERF currently operates eleven Magnolia Schools under five different charter authorizers. MERF opened its eleventh Magnolia School, MSA-OC, in the fall of 2025. MERF has completed more than 20 initial charter authorizations and/or renewals with charter authorizers. Magnolia Schools serves approximately 3,811

students in TK through grade 12 in school year 2025-26. The following table summarizes the Magnolia Schools currently operated by the Lessee.

TABLE 1
SUMMARY OF CHARTER SCHOOLS
The Lessee

School	*First Year of Operation*	*Grades Served (2025-26)*	*Enrollment (2024-25)*[1]	*Enrollment (2025-26)*[1]	*Projected Enrollment (2029-30)*	*Charter Expiration*	*Authorizer*	*No. of Renewals*
Magnolia Science Academy 1 ("MSA-1")	2002	6-12	746	677	705	6/30/2030	LACOE[2]	4
Magnolia Science Academy 2 ("MSA-2")	2007	6-12	514	448	465	6/30/2030	LACOE[2]	3
Magnolia Science Academy 3 ("MSA-3")	2008	6-12	411	395	412	6/30/2030	LACOE[2]	3
Magnolia Science Academy 4 ("MSA-4")	2008	6-12	132	123	141	6/30/2031	LAUSD[3]	3
Magnolia Science Academy 5 ("MSA-5")	2008	6-12	218	194	221	6/30/2026[7]	LACOE[2]	2
Magnolia Science Academy 6 ("MSA-6")	2009	6-8	128	157	159	6/30/2027	LAUSD[3]	2
Magnolia Science Academy 7 ("MSA-7")	2010	TK-5	272	276	281	6/30/2027	LAUSD[3]	2
Magnolia Science Academy 8 ("MSA-8")	2010	6-8	385	395	410	6/30/2028	LAUSD[3]	2
Magnolia Science Academy San Diego ("MSA-SD")	2005	6-8	464	481	481	6/30/2028	SDUSD[4]	3
Magnolia Science Academy Santa Ana ("MSA-SA")	2014	TK-12	524	586	600	6/30/2027	CDE[5]	1
Magnolia Science Academy Orange County[8] ("MSA-OC")	2025	TK-6[8]	--	79	616	6/30/2029	OCDE[6]	--
Total			***3,794***	***3,811***	***4,491***			***25***

(1) Certified enrollment as of the fall census day (the first Wednesday in October), which is reported to the California Longitudinal Pupil Achievement Data System in each school year. Enrollment may vary throughout the year as students enroll at or leave the Magnolia Schools.
(2) Los Angeles County Office of Education.
(3) Los Angeles Unified School District.
(4) San Diego Unified School District.
(5) California Department of Education.
(6) Orange County Office of Education.
(7) Charter renewal submitted on November 21, 2025.
(8) In 2024, MERF received authorization from the OCDE to open MSA-OC - a countywide benefit charter - which will operate four new school sites, ultimately serving students in TK-12, in underserved communities across Orange County. This milestone reinforces MERF's commitment to providing high-quality STEAM education and expands its footprint in Placentia-Yorba Linda Unified School District, Orange Unified School District, Irvine Unified School District and Saddleback Unified School District.

Source: The Lessee.

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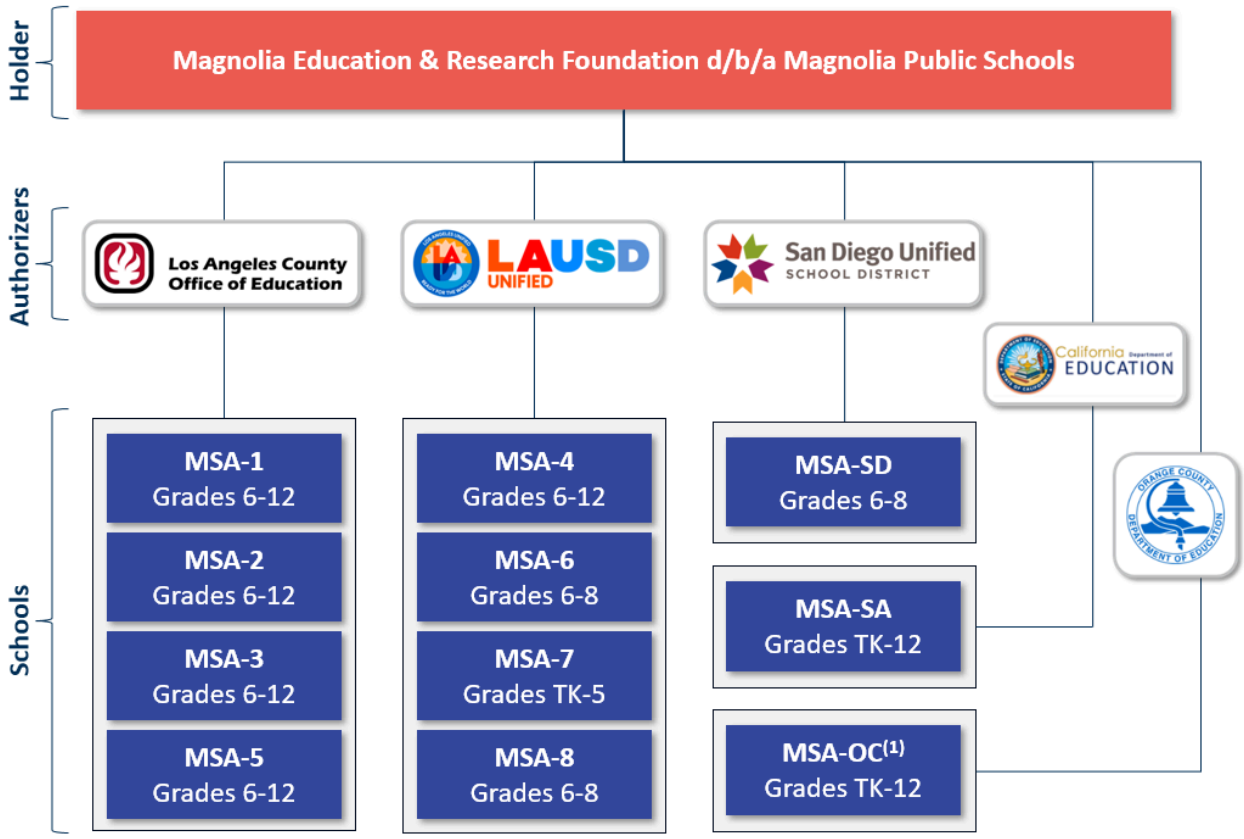
FIGURE 1
OVERVIEW OF CHARTERS
The Lessee



(1) Opened in Fall 2025 and will serve grades TK-12 at full operation. Currently serving grades TK-6.
Source: The Lessee.

Facilities, Neighborhood and Student Demographics. The Magnolia Schools are housed at the sites described below:

TABLE 2
SUMMARY OF ALL MERF FACILITIES
Magnolia Schools

School Name	*Current School Address*	*Type*
MSA-1	18238 Sherman Way, Reseda, CA 91335	Privately owned (subject to the Mortgage)(1)(2)
MSA-2(3)	17125 Victory Blvd., Lake Balboa, CA 91406	In-lieu of Prop 39
MSA-3	1254 East Helmick St., Carson, CA 90746	In-lieu of Prop 39
MSA-4	11330 W. Graham Pl., Los Angeles, CA 90064	Prop 39
MSA-5(4)	18238 Sherman Way, Reseda, CA 91335	See MSA-1 above
MSA-6	745 S Wilton Pl., Los Angeles, CA 90005	Prop 39
MSA-7(5)	18355 Roscoe Blvd., Northridge, CA 91325	Private church lease
MSA-8	6411 Orchard Ave, Bell, CA 90201	LAUSD Public School Choice Program

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MSA-SD	6525 Estrella Ave., San Diego, CA 92120	Ground Use License with SDUSD (subject to Security Agreement)[1][6]
MSA-SA	2840 W. 1st St., Santa Ana, CA 92703	Privately owned[7]
MSA-OC	412 W. Carl Karcher Way, Anaheim, CA 92801 1891 Kellogg Dr., Anaheim, CA 92807	Privately owned (subject to the Mortgage)[1] In-lieu of Prop 39

[1] Subject to the Mortgage of the Series 2025 Bonds.
[2] MPM Sherman Way is the owner of the MSA-1 Facilities. MPM Sherman Way leases the MSA-1 Facilities to MERF for the operations of MSA-1.
[3] MSA-2 is expected to relocate by fall of 2027. See "OPERATING AND FINANCIAL INFORMATION – Future Projects" herein.
[4] MSA-5 is currently co-located at the site for the MSA-1 site. MERF plans to develop a separate site for MSA-5, using the proceeds of the Series 2026 Bonds, located at 7111 Winnetka Avenue, Winnetka, CA 91305. See "OPERATING AND FINANCIAL INFORMATION – Future Projects" herein.
[5] MSA-7 is expected to relocate by fall of 2027. See "OPERATING AND FINANCIAL INFORMATION – Future Projects" herein.
[6] MERF uses the MSA-SD site pursuant to a Ground Use License between SDUSD and MERF. MPM San Diego leases the MSA-SD Facilities to MERF for the operation of MSA-SD.
[7] MERF owns the MSA-SA Facilities and operates MSA-SA at the MSA-SA Facilities.
Source: The Lessee.

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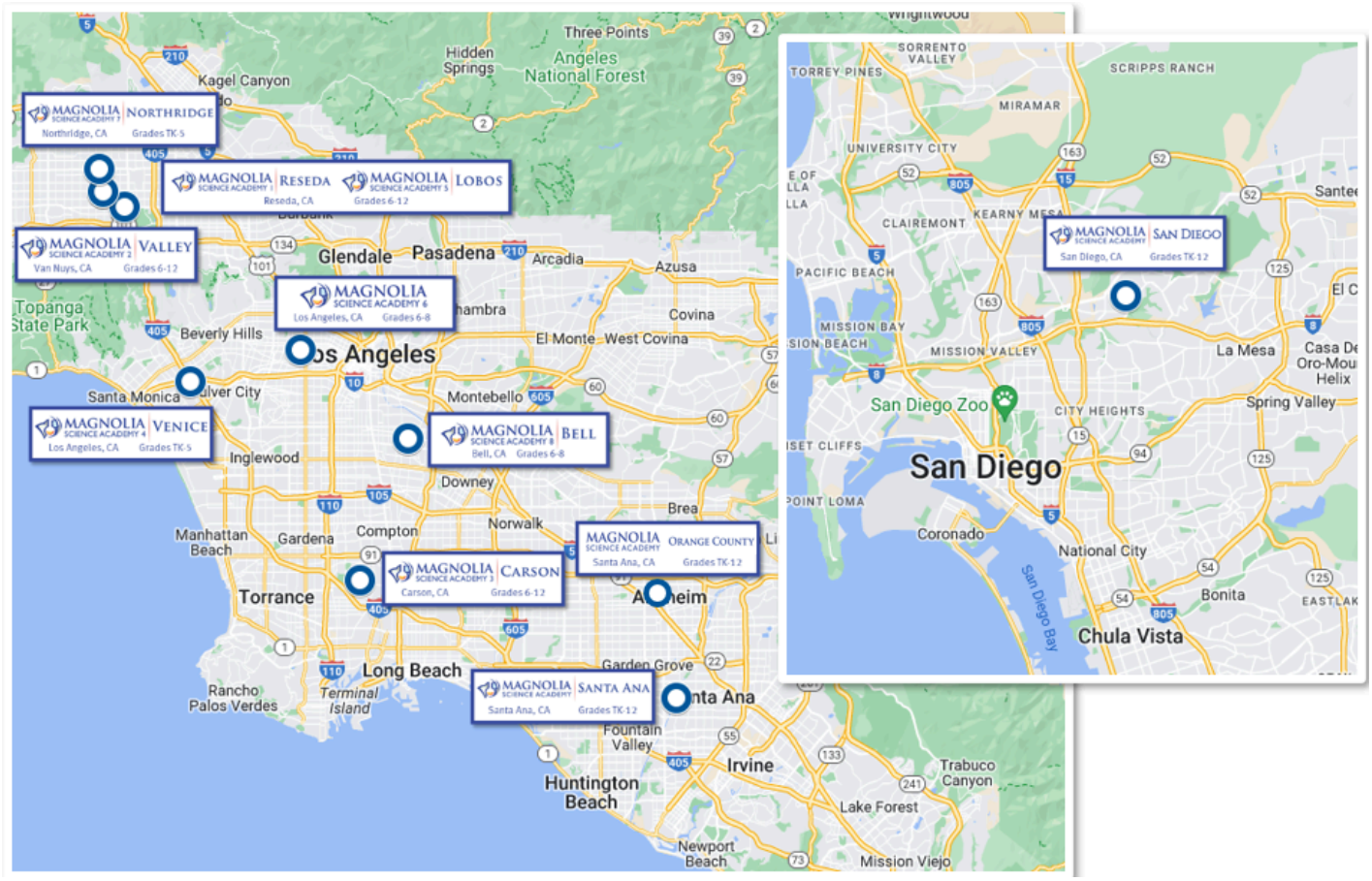
Below is a map showing the locations of the Magnolia Schools.

FIGURE 2
CURRENT LOCATION MAGNOLIA SCHOOLS



Source: The Lessee.

Service Area. The tables below show number of students in the top five zip code served by each of the Series 2026 Schools, while the accompanying maps show the service areas of each of the Series 2026 Schools, including those top five zip codes.

TABLE 3
STUDENT DISTRIBUTION AMONG TOP 5 ZIP CODES
Percentage of Enrollment
2025-26
MSA-1

Zip Code	***MSA-1***
91335	62%
91406	7
91306	7
91325	5
91324	4
All Others	14
Total	100

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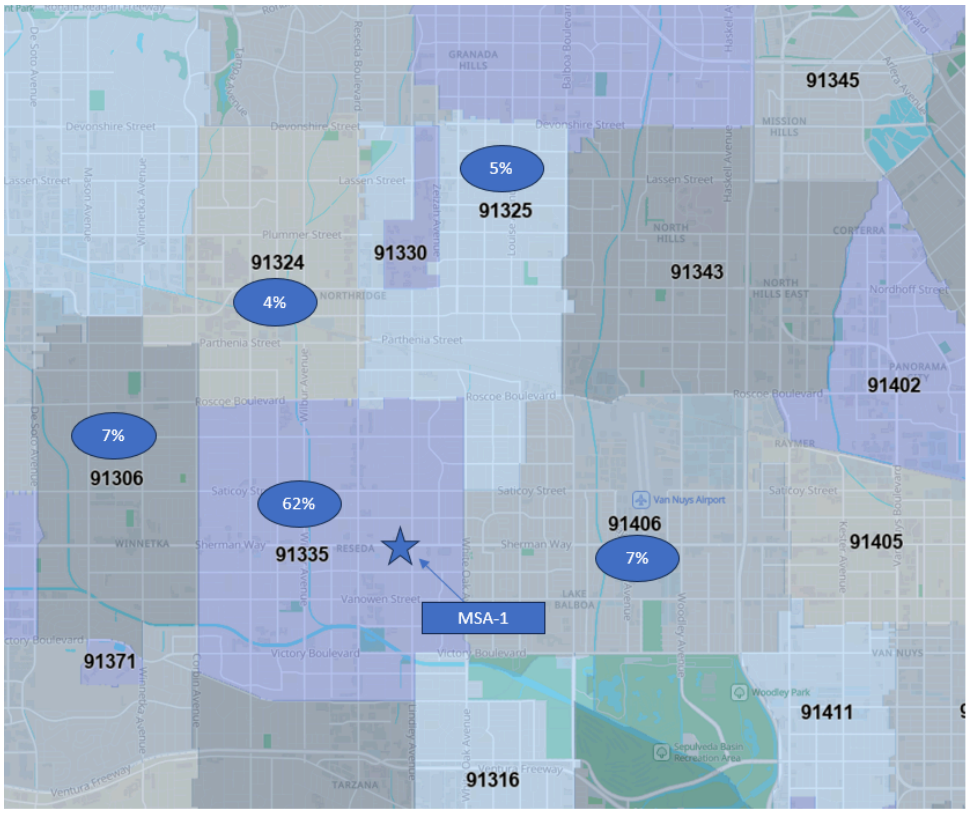
Source: The Lessee.

FIGURE 3
STUDENT DISTRIBUTION AMONG TOP 5 ZIP CODES
2025-26
MSA-1



Source: The Lessee.

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TABLE 4
STUDENT DISTRIBUTION AMONG TOP 5 ZIP CODES
Percentage of Enrollment
2025-26
MSA-5

Zip Code	*MSA-5*
91335	59%
91406	8
91306	6
91402	4
91405	4
All Others	20
Total	100

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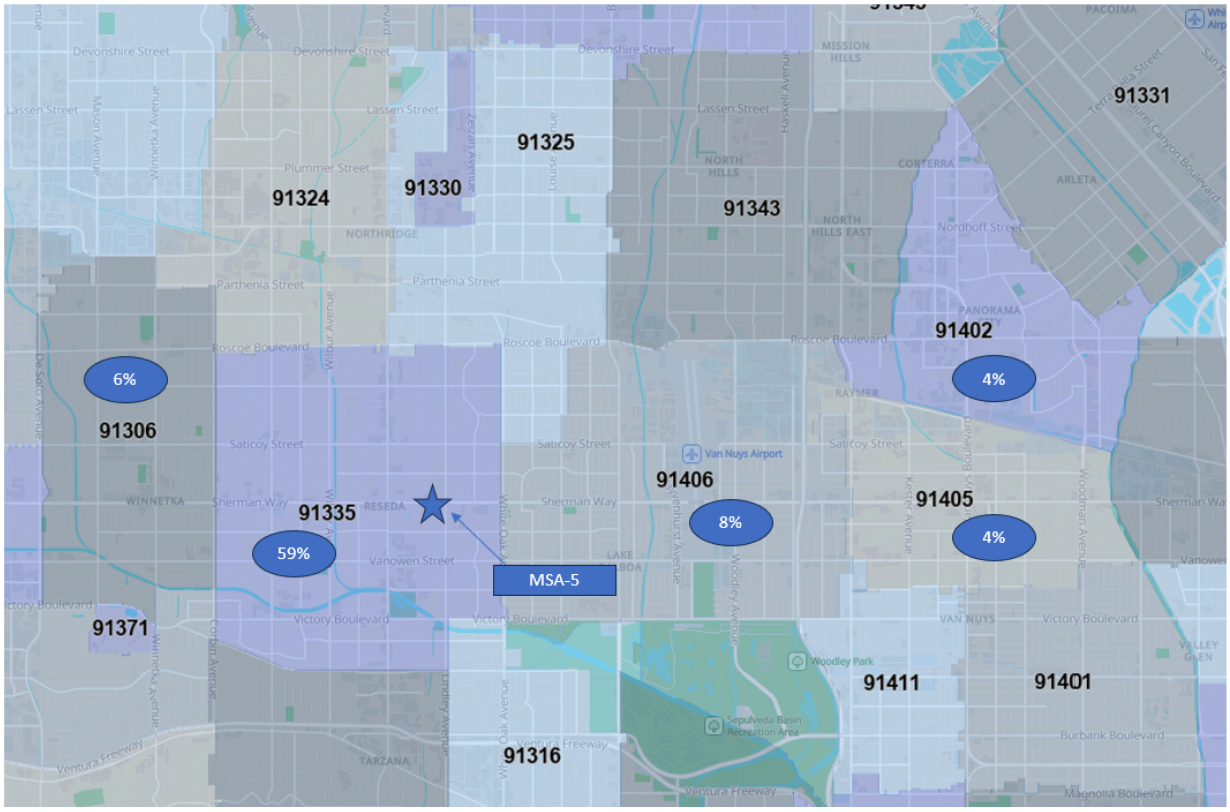
Source: The Lessee.

FIGURE 4
STUDENT DISTRIBUTION AMONG TOP 5 ZIP CODES
2025-26
MSA-5



Source: The Lessee.

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TABLE 5
STUDENT DISTRIBUTION AMONG TOP 5 ZIP CODES
Percentage of Enrollment
2025-26
MSA-SD

Zip Code	*MSA-SD*
92120	19%
91942	7
92105	7
92115	7
92119	6
All Others	53
Total	100

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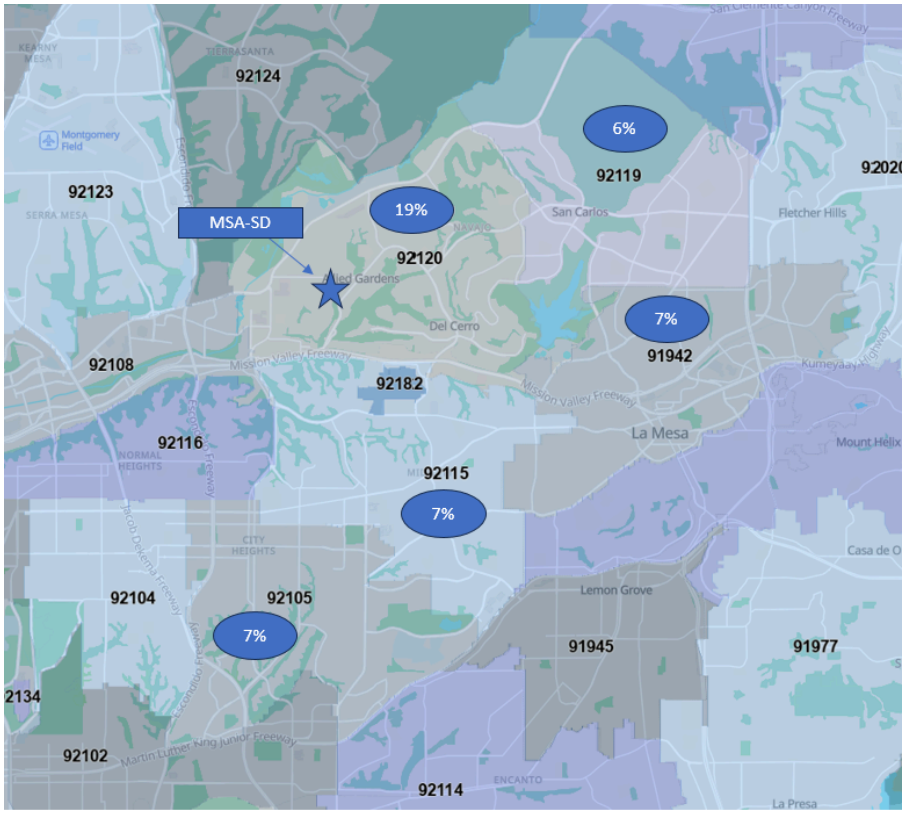
Source: The Lessee.

FIGURE 5
STUDENT DISTRIBUTION AMONG TOP 5 ZIP CODES
2025-26
MSA-SD



Source: The Lessee.

TABLE 6
STUDENT DISTRIBUTION AMONG TOP 5 ZIP CODES
Percentage of Enrollment
2025-26
MSA-SA

Zip Code	***MSA-SA***
92703	30%
92704	22
92707	8
92706	6
92701	5
All Others	29
Total	100

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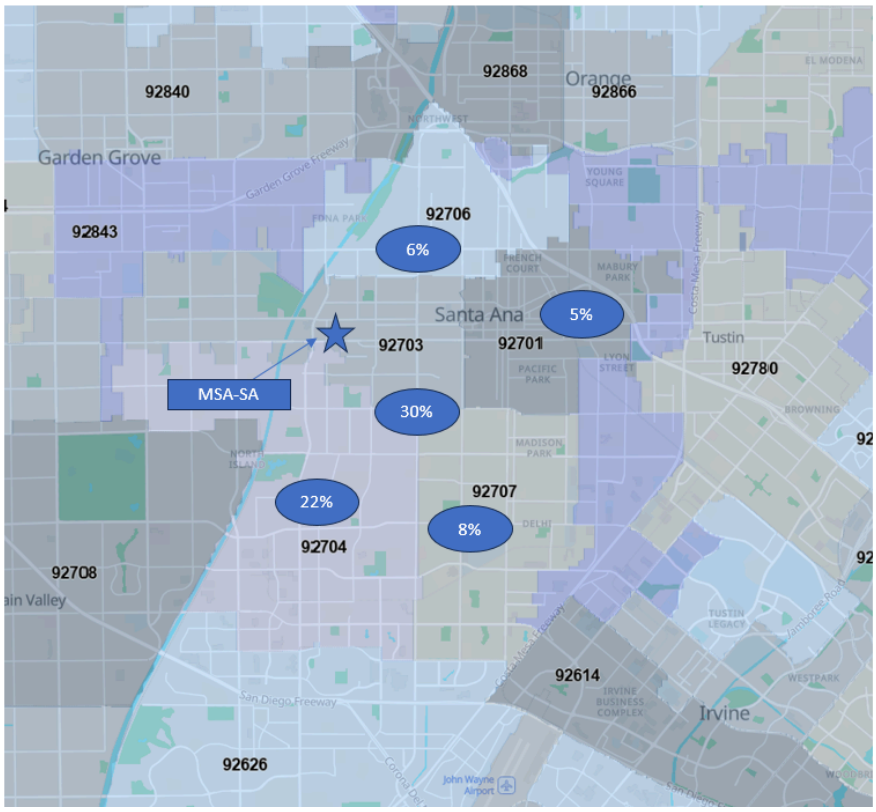
Source: The Lessee.

FIGURE 6
STUDENT DISTRIBUTION AMONG TOP 5 ZIP CODES
2025-26
MSA-SA



Source: The Lessee.

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Student Demographics. Certain student demographics of the Lessee for the 2024-25 school year are presented in the following table.

TABLE 7
STUDENT DEMOGRAPHICS[1]
2024-25
The Lessee

	Total Students	*English Language Learner*	*Free or Reduced Priced Lunch Eligible*	*Hispanic*	*White*	*Black*	*Other Races/Not Reported*
MSA-1	746	25.2%	86.2%	88.6%	3.9%	0.9%	6.6%
MSA-2	514	17.5	92.6	91.1	3.1	3.1	2.7
MSA-3	411	4.6	72.3	54.5	0.2	42.3	3.0
MSA-4	132	16.7	89.4	85.6	5.3	6.1	3.0
MSA-5	218	28.4	83.5	83.9	6.0	1.8	8.3
MSA-6	128	16.4	93.0	89.1	1.6	5.5	3.8
MSA-7	272	30.5	83.1	69.1	14.0	5.1	11.8
MSA-8	385	17.1	79.5	93.5	4.9	0.3	1.3
MSA-SD	464	2.6	36.2	33.8	36.9	3.7	25.6
MSA-SA	524	26.1	79.8	81.1	13.7	1.3	3.9
Total	**3,794**	**18.4**	**77.8**	**76.2**	**9.7**	**6.7**	**7.4**

[1] Certified enrollment as of the fall census day (the first Wednesday in October), which is reported to the California Longitudinal Pupil Achievement Data System. Enrollment may vary throughout the Magnolia Schools year as students enroll at or leave.

Source: The Lessee; California Department of Education.

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Management Services Provided to Magnolia Schools

The Lessee provides administrative services similar to those that might be provided by a school district's central office. These functions include:

Academics

- Academic standards, assessment, compliance, and evaluation
- Curriculum
- Professional development and coaching
- Special Education support
- English Learner support
- Gifted and Talented and special programs support
- Science and blended learning advisory

Operations

- Governance support
- Finance and accounting
- Purchasing and contract compliance
- Policies and procedures management
- Legal
- Facilities
- Risk management
- Information technology and data management
- Auditing and compliance
- Regional school site operational support

Talent

- Human resources operations
- Recruitment and hiring
- Credentials and qualifications oversight
- Leadership development and career path support

External Relations

- Family and community engagement
- Facilitation of school site stakeholder groups and Local Control and Accountability Plan management
- Development
- Communications

As required by the Master Trust Indenture, payment of management fees by MERF for the provision of services to the Magnolia Schools, as covenanted by the Lessee, will be subordinated to the obligation to pay Rent under the Leases [and loan repayments under the Loan Agreement]. See "THE LEASES" in the forepart of this Limited Offering Memorandum.

Recognition, Grants and Awards

National, Statewide and Local Awards. MERF and the Magnolia Schools have been awarded the following national, statewide and local awards and grants:

- USDOE Charter Schools Program Grants to CMOs:
  - Recipient of an $11.3 million award;
  - 1 of 17 awardees in 2024
  - Highest applicant score in 2024, 2nd highest since 2010.
- California Distinguished School: MSA-2 and MSA-SD recognized as 2024 CA Distinguished Schools.
- California Department of Education Community Schools Planning & Implementation Grants: All ten Magnolia Schools were awarded this grant totaling over $14 million.

- California Department of Education Early College Program Grants: Awarded $1.5 million through the College and Career Access Pathways and Middle College and Early College Grants to enhance Early College Programs.
- CCSA Hart Vision Equity & Innovation Awards: 2024 School of the Year.
- Charter School Growth Fund: Charter School Growth Fund ("CSGF") has invested over $5 million in MERF. CSGF is a nationally-renowned, non-profit social venture capital fund that makes multi-year philanthropic investments in the highest-performing charter school networks nationwide to help their expansion and growth. CSGF solicits and aggregates philanthropy from large national and regional foundations, charities and other social investors that invest heavily in public education reform and works diligently to invest these philanthropic funds into high-impact, high-performing charter school networks in order to maximize the "social return" on investment (i.e. create the maximum number of new seats at high-quality charter schools to accommodate more student enrollment and/or develop new educational practices/approaches that have the potential to improve academic outcomes in public educational systems).CGSF is funded by the largest charter school philanthropists in the country including the Bill & Melinda Gates Foundation, Walton Family Foundation, Broad Foundation, and many others.
- US News & World Report:
  - MSA-1 ranked among top 6% of high schools in CA.
  - MSA-SA ranked #2 high school in Santa Ana, #7 in OC, #49 in CA, #358 national (2023).
- America's Healthiest Schools Award: MSA-3, MSA-6, MSA-SA recognized for outstanding family and community engagement in 2024.
- CA PBIS Implementation Award
  - MSA-2 and MSA- SD received the Platinum Implementation Award (in 2024 and 2023 & 2024, respectively).
  - MSA-SA, MSA-4 & MSA-5 received the Gold Implementation Award (2023).
- Advanced Placement Access Award: MSA-SA was recognized by the College Board for equitable AP participation (2023).
- AP Computer Science Female Diversity Award: MSA-3 (2020) and MSA-5 (2022) were recognized by the College Board for attaining equal female representation in their AP Computer Science class, among only 3% of schools nationwide.
- Athletic Championships
  - MSA-1: CIF City Section Div. 5 Girls Soccer Championship ('24).
  - MSA-2: FIYA Girls Volleyball Div. 1 Valley League Champions ('24).
  - MSA-2: CIF City Section Div. 5 Boys HS Volleyball Champions ('24).
  - MSA-5: FIYA Basketball Valley League Champions ('23).
  - MSA-SD: Archery State Champions (Team 1st Place in '15, '19, '24).
- National Competition Awards: Magnolia Schools students have won hundreds of awards in nationwide math, computer, science competitions and science fairs including: USA Computer Olympiad, American Computer Science League, American Mathematics Competitions, and the Los Angeles, Orange County, and San Diego County Science Fairs.

Mission and Vision

Mission. The mission of Magnolia Schools is to provide a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.

Vision. The vision of Magnolia Schools is that graduates of Magnolia Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.

CURRICULUM AND EDUCATIONAL PROGRAMS

Instructional Model

MERF's journey began with a strong emphasis on STEM/STEAM education, grounded in project-based learning, engaging instructional programs, and enrichment activities. This foundation was further fortified through strategic partnerships with higher education institutions, resulting in a robust STEAM-focused curriculum emphasizing hands-on learning and real-world applications.

As MERF's educational model evolved, MERF expanded its commitment to student success by introducing Early College Education. By integrating dual enrollment opportunities with colleges and universities, MERF created new pathways for students to earn college credits while still in high school. This initiative not only facilitates their transition to higher education but also equips them with the skills and confidence necessary for academic and career success. See "MAGNOLIA SCHOOLS – College Readiness and Outcomes – Dual Enrollment Participation" herein.

Combining STEAM-focused education with Early College opportunities, MERF provides a comprehensive framework designed to prepare students for the challenges of higher education and beyond. Additionally, MERF introduced the Community Schools model to enhance its educational approach further. This model prioritizes individualized student supports, family and community engagement, collaborative leadership, and extended learning opportunities, fostering a nurturing environment where students can flourish academically, socially, and emotionally.

Student Learning Outcomes

MERF uses student learning outcomes ("SLOs") as measurable schoolwide goals that every student is expected to achieve upon graduation from a Magnolia School. MERF embeds SLOs within the curriculum of each Magnolia School, including the Life Skills program, instructional practice, core values, and daily culture of the Magnolia School. The following chart sets forth MERF's current SLOs.

SCHOLARS who:	• Think critically. • Develop academic plans and goals to guide in their pursuit towards a college degree and career choices (planning). • Apply, analyze, identify, synthesize and evaluate information and experiences. • Connect the skills and content learned across the curriculum and evaluate multiple points of view.

- Use the Inquiry Process to address a problem, hypothesize, analyze, and draw conclusions as they investigate an issue/problem.
- Utilize problem-solving techniques during conflict resolution and to compromise.

INDEPENDENT SCHOLARS who:

- Exhibit the ability to integrate technology as an effective tool in their daily lives.
- Use technology effectively to access, organize, research, and present information.
- Demonstrate effective oral and written communication skills through the use of academic language at school, with peers and in the community.
- Demonstrate content area and grade level achievement in Reading, Writing, Mathematics, History and Science.
- Are self-directed.
- Meaningfully engage in learning activities.
- Make informed decisions on their learning pathways.
- Know their readiness levels, interests, and backgrounds.
- Understand their own learning styles and intelligence preferences.
- Reflect on their learning.
- Accept and integrate feedback.
- Adapt to change.

COMMUNITY FOCUSED CITIZENS who:

- Embrace and respect cultural diversity through the understanding of our Global World.
- Demonstrate knowledge and understanding of American and World History and the values of different cultures.
- Contribute to the improvement of life in their school and local community through Leadership skills and participation in Community Projects.
- Demonstrate knowledge of proper nutrition, exercise and physical health and its impact on daily life.
- Collaborate, work effectively, and manage interpersonal relationships within diverse groups and settings.
- Develop their ability to affect change in the world.
- Understand and reflect on connections between their community and global connectedness and how it affects the broader world through global awareness.
- Understand that outreach is a responsibility.
- Realize that agitation is a mechanism to activism.

Source: The Lessee.

Curriculum and Instruction

Guiding Principles. MERF has established goals for its students to ensure that they are academically achieving, technologically fearless, creatively empowered, and socially and civically engaged. In accordance therewith, MERF's curriculum and instruction model follows the belief that (1) all students are brilliant and are capable of growing academically and emotionally, (2) it is responsible, as educators, to provide scholars with the tools and contexts they need to accomplish their goals; and (3) all students bring a unique set of skills and talents to the school community.

In addition, MERF follows research and experience, which indicate that learning best occurs when students are engaged and actively involved in the learning experience, have multiple opportunities to make interpersonal connections with the world, and relate their experiences to what they are learning in school. Accordingly, MERF strives to facilitate student learning.

MERF believes that individual needs are intrinsically motivating. Accordingly, MERF allows students to assess their unique learning needs and styles, and MERF teaches students how to articulate those needs through effective communication. MERF believes that this process helps guide educators in the development of personalized curriculum which is aligned to each student's needs. In addition, MERF collects and disaggregates data in order to monitor and measure student growth and to provide immediate feedback.

MERF uses an educational program based on, among other things, the Common Core standards. Students are expected to participate in inquiry and project-based activities to help in the acquisition of core academic knowledge, problem-solving skills, and critical thinking skills. MERF and the faculty of each Magnolia School design curriculum to be relevant to the applicable student demographic and to allow students to explore and connect to the world.

Teachers at each Magnolia School follow a model pursuant to which students have multiple opportunities to work collaboratively in teams. Accordingly, teachers are expected to assume the role of facilitators of meaningful learning experiences rather than transmitters of knowledge. MERF believes that this model allows students to build on their existing knowledge as guided experiences to help them discover and develop the underlying ideas and concepts.

In addition to the teachers, MERF seeks to incorporate parents as integral participants in successful student learning. MERF believes that the involvement of all stakeholders helps to develop a school's culture and its identity as a family and a community. Further, MERF believes that students whose parents are involved in their learning are likely to experience higher academic achievement, better attendance, higher graduation rates, and a better chance of continuing with their education beyond high school.

Core Values. MERF has identified the following core values, which are reinforced through the Life Skills curriculum, SLOs, and all school activities:

Academic Excellence. Academic Excellence is the desire to pursue knowledge and excellence and to contribute original and provocative ideas in a learning environment, in diverse settings, and as a catalyst to future academic knowledge. MERF fosters academic excellence through project-based learning using a constructivist approach, student portfolios, assessments of and for learning and academic discourse and argumentative writing. Scholars learn where and how to access the needed information to advance their academic pursuits and societal contributions.

Innovation. Students have the freedom to choose how and what they learn. Individualized scheduling, early identification of learning styles, personalities, interest and career plans support students' college and career readiness. This core value includes student participation in their four-year plans,

after-school enrichment programs, STEAM program choice options, adaptive assessments and blended learning strategies, differentiated instruction and differentiated and adaptive assessments.

Connection. School communities are integrated partnerships with the school site staff, families, students, and all other stakeholders. MERF believes that this model creates a safe place for all learners and stakeholders to affirm individual strengths, celebrate character, provide academic support through mentorship and internship, and promote unity and better decision making through the implementation of restorative justice practices. In addition, community cultivates identity and gives each member a sense of belonging and pride. MERF utilizes home visits, student surveys, field trips, life skills classes and coaching to support overall community-based goals. Each Magnolia School works with community partners to establish mentoring relationships and other social capital to support students' development of personal and academic networks for long-term resilience and connection.

The following diagram sets forth the core values incorporated into MERF's model for student instruction and development.

Source: The Lessee.

STEAM is the platform by which MERF enhances instruction, increases intrinsic motivation, and makes learning relevant through real life connections. MERF plans to use the latest and most innovative tools to maximize personalization and customization for a superior, personalized academic program for students through which a lifelong passion for learning can be created. The following chart sets forth key elements contained within each of the three core values.

Academic Excellence (Scientific Thinkers)	***Innovation (Intrinsically Driven and Self-Motivated)***	***Connection (Socially Responsible Global Citizens)***
• STEAM Focus	• Data-driven Instruction to Ensure College Readiness	• Community Engagement Service and Volunteerism
• Learning Approaches (Experiential, Constructivist Social Learning, Inquiry and Project-Based Learning)	• Periodic Benchmark Tests	• World Languages
• Effectively Integrating Technology into Teaching and Learning	• After-school Tutoring	• International Visits, Trips, Speakers
• Public Display of Excellence	• College Mentorship Program	• Home Visits
• Life-long Learning	• College Tracking Program	• Student Agency and Empowerment
	• Portfolio Module with Learning Targets	• Business and Industry Partnerships
	• AP Courses/Honors	• Higher Education Collaboration
	• Dual College Enrollment	• Internships/Externships
	• Art	

Source: The Lessee.

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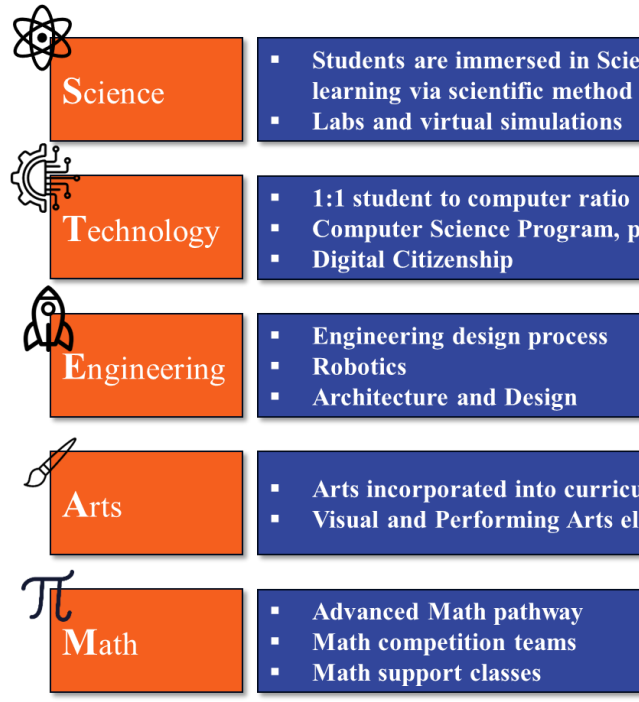
STEAM Focus. MERF provides a college preparatory curriculum with a STEAM emphasis. Science courses use the scientific method and encourage students to use the applicable technology to plan and organize projects, hypothesize, analyze data, and draw conclusions from experiments, which they choose and create based on their interests. Science classes employ technology in laboratory explorations and experimentation. In addition, computer simulations are used to expand the number of lab opportunities in all grade levels. A computer science program supports technology skills development, including programming and sequencing. All courses and at all grades incorporate engineering design processes as part of the emphasis on the Next Generation Science Standards, which are standards promulgated by a consortium of states, the National Research Council, the National Science Teachers Association, the American Association for the Advancement of Science, among others. Arts instruction focuses on the development of students' creativity, imagination, discipline, and self-expression through drawing and fine arts, music, drama and improvisation, and dance. Each Magnolia School assesses its students to determine their current knowledge and skill level in mathematics and placement in the most appropriate class.



Source: The Lessee.

Effectively Integrating Technology into Teaching and Learning. Each Magnolia School features a technology program (the "Technology Program") with highly trained faculty leading instruction. The Technology Program enables students to personalize learning practices and integrate all subjects in project-based learning in a fun and meaningful way. In addition, the Technology Program includes, among other things, technology courses and curriculum and core class integration projects. MERF believes that the technology courses provide technology tools and help students develop critical skills necessary to gain acceptance to and graduate from a four-year college or university with a STEAM-related major. In addition, the core class integration projects require higher-order learning and help students improve their critical thinking skills.

STEAM-Related Competitions. Students and faculty organize and participate in numerous STEAM competitions. In addition, competition days are targeted events which generate student interest and allow students to further celebrate the success of their peers. Each Magnolia School offers a variety of after-school clubs to students to stimulate interest in and extend knowledge of various subjects covered in the classroom. The clubs available to students include, among others, Computer Applications, MathCounts, Robotics, and Science Olympiad clubs. After-school programs and activities are often facilitated by parents and guardians.

Life-Long Learning. Based on Delors's (1996) four 'pillars' of education for the future, MERF believes lifelong learning may be broadly defined as: learning that is flexible, diverse, and available at different times and in different places. Further, MERF believes that lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e., post-compulsory education). MERF seeks to develop diverse learning habits in its students:

(1) Learning to know – mastering learning tools rather than acquisition of structured knowledge;

(2) Learning to do – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments;

(3) Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion; and

(4) Learning to be – education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation, and spirituality.

Data-Driven Instruction. Teachers and students at each Magnolia School use data to make informed decisions. Teachers receive regular professional development and coaching about positive academic intervention, teaching strategies for all learners, and differentiated instruction. Academic, informal, and formal information is taken from the following areas: diagnostic data from the Measures of Academic Progress ("MAP"), Smarter Balanced Assessment Consortium ("SBAC") interim formative and summative data, student survey, and grade point averages. In addition, digital, mastery-based core academic content permits data-driven intervention by local teachers, coaches, and English learner and remediation specialists.

MERF uses online curriculum and real time assessments to permit continuous and individualized pacing as well as flexibility in the number of courses students are offered. MERF's system generates reports that show profiles of the content and the skills that students are learning and tracks their progress. MERF combines its data system with diagnostic MAP assessments to provide data necessary to build personalized, realistic, and productive learning plans on a weekly basis for every Magnolia School student. MERF believes that current data and information are essential to the academic and social foundation of each Magnolia School and that personalized learning plans benefit low-performing students.

Periodic Benchmark Tests. Magnolia Schools uses computer-adapted tests produced by the Northwest Evaluation Association, which are known as the MAP assessments, to evaluate student learning and to differentiate instruction to meet student needs. These campus-wide tests are used to measure individual levels of student performance reflected in the Common Core (defined herein). The MAP assessments measure various skills, such as analytic ability, critical thinking, and synthesis. MERF does not use the MAP assessments as a basis for student promotion. However, MERF uses MAP assessments as a resource to identify students in need of remediation, intervention, and acceleration.

MERF administers the MAP assessments in the fall and spring of every academic year in reading, language usage, mathematics, and science. The MAP assessments provide feedback with respect to student performance based on a norm reference group of more than two million students. The MAP assessments are designed to adapt to the student's ability and measure what a student knows and needs to learn. The MAP assessment is also designed to measure academic growth over time, independent of grade level or age. In addition, MERF uses the results of MAP assessments to identify the skills and concepts that individual students have learned, diagnose instructional needs, monitor academic growth over time, make data-driven decisions, and place new students into appropriate courses.

After-school Tutoring. Each Magnolia School offers free after-school and Saturday tutoring (the "After-school Tutoring Program") to all students. The After-school Tutoring Program provides students with a small-group environment in which they can receive personalized attention from their teachers and access to resources to complete assignments. Each Magnolia School offers individual and small group tutoring and homework clubs.

To the extent a student has been identified as low-achieving, the Magnolia Schools offer intensive, obligatory after-school programs tailored towards such student's needs. MERF believes this strategy provides

an opportunity for such students to master the relevant subject's content standards. In addition, MERF uses quantitative measurements to track the progress of low-achieving students through the use of the MAP assessments and accelerated reader and accelerated math tests.

The following chart sets forth the resources available to students through the After-school Tutoring Program.

Students in need of English Language Development support	***Students in need of core class support***	***All students***
English Language Development tutoring	Tutoring program for core classes	After-school clubs
Computer-aided grammar, vocabulary, reading, writing, listening and speaking	Mathematics, Science, English-Language Arts and History-Social Science	Advanced Math, Science Olympiad/Cool Science, Computer, FIRST Lego League, Robotics, Yearbook, World Languages, Sports, Student Council, Arts and Crafts, Homework, etc.

Source: The Lessee.

Students that demonstrate adequate improvement can advance to a satisfactory level where they are provided moderate tutoring sessions and various fun opportunities, such as recreational clubs and community trips. In the event an under-achieving student does not positively respond to this teaching method, the homeroom teachers may decide to include such a student in different recreational activities to promote the student's interest in learning.

College Pathways Program. MERF has established a college preparatory program (the "College Pathways Program") to provide students with the emotional and instrumental support to graduate from college and prepare for a career. By providing timely information and guiding students through the college application process, college advisors play an integral role in nurturing college aspirations, supporting college preparation activities, finding best-fit colleges, universities and career programs, and advising students seeking to make a successful transitions from high school to their colleges of choice.

The College Pathways Program includes active participation by students to develop and design future academic plans. MERF's advisors work individually with parents and students on a four-year plan that outlines graduation requirements, tracks extracurricular activities and volunteer activities, and builds resumes. MERF offers special programming to students who want to develop interests and build the skills necessary for credentialing and certification for specific trades.

The College Pathways Program includes regular visits from college recruiters, student visits to college campuses, admission requirements research, and exploration of financial aid and scholarship options. College advisors and their teams track completion of the University of California/California State University A-G requirements, credits completed towards graduation, scholarship eligibility, scholarship applications, personal statements, and progress towards college application submission.

MERF monitors the progress of its graduates to understand the transfer, persistence, and completion trends of former students after they have enrolled in four-year universities, two-year colleges, trade/technical schools, and the military. MERF's alumni network includes, among others, former students who have returned as tutors, mentors, and contributors to the Magnolia Schools.

Community Service and Outreach. Students are expected to be continuously and actively involved in various community outreach endeavors. Magnolia School students engage in community service to develop and demonstrate life skills. MERF's model incorporates "real life" projects that are aligned with the curriculum and provide students with opportunities to work within their home community. In addition, students are expected to gain "real life" experience and develop responsibility, caring, and respect for others. Students are required to earn forty hours (or the equivalent of ten hours per each year of enrollment) of community service for an advanced or honors diploma. Students may begin to earn these hours once they complete their eighth grade year.

Life Skills Program. Life Skills is an enrichment program that provides students with skills to support academic excellence and social skill development, and includes topics on social and emotional learning, study skills, environmental issues, conflict resolution, making responsible choices, self-discipline, college and career awareness, and character education. Students participate in activities and projects to demonstrate their understanding of the values/lessons. Guest speakers and various forms of technology also engage students in the course content. Life Skills themes are integrated into broader school-wide activities such as assemblies, field trips, displays, announcements, and into the general curriculum. Schools regularly inform parents of students regarding the Life Skills topics to support the Magnolia Schools' efforts to inspire positive principles of conduct in future leaders. The Life Skills program is designed to enable all students, including "at-risk" students, to have a vision and to develop specific goals to be successful at school and during their life.

Field Trips and Guest Speakers. Students have the ability to attend field trips, which are intended to allow students to gain insight, information, or knowledge that cannot be adequately developed through regular classroom instruction. Field trips are an integral part of the curriculum and, since not all children learn in the same way, field trips allow students the opportunity to expand their intelligence in ways different from those typically available inside the classroom.

In order to motivate students, students receive the opportunity to visit a research laboratory (e.g., Jet Propulsion Lab), a university campus (e.g., UCLA, USC, Caltech, UC Irvine, and California State University, Long Beach), and meet with scientists during these field trips or through guest speakers on campus. MERF believes that, when some of the guest speakers or people that students meet during the field trips share the same culture with students, students may find new role models. While most field trips are directly related to specific academic curricula, field trips also may address the need for intrapersonal and interpersonal growth in children. Accordingly, MERF believes that field trips may be designed to promote social and emotional development and to provide for the development of the "whole" child. Recent speakers have included: Michele Judd, Managing Director of the Keck Institute for Space Studies, a joint institute of the Jet Propulsion Laboratory and Caltech; and Dr. Christine Mann, renowned NASA aerospace engineer and mathematician immortalized in the film Hidden Figures.

Home Visits. Based on research that indicates that personal connections with students inside and outside of school is one key to successful teaching and schooling, teachers at each Magnolia School are encouraged to know students' outside interests, families, and home routines. MERF advises teachers to use this information to connect in meaningful, individualized ways. MERF believes that family visits offer invaluable insights about students and can provide a new understanding about a student's learning styles. In addition, MERF understands that visits may also reveal the emotional and social needs and behaviors of students. It is helpful to know if they react to problems with tears, anger, or withdrawal, and how they socialize with peers. In addition, each Magnolia School uses home visits as an important feature of its education program to improve student and school performance and to identify and intervene early with low-achieving students.

Partnership with the Mount Wilson Observatory Institute and the Carnegie Institute for Science. Beginning in the 2015-16 school year, MERF became the first K-12 educational organization to have access to the Mount Wilson Observatory Institute. MERF has piloted the first field trips for students in grades five through twelve at the Mount Wilson Observatory in Los Angeles County, California. Located on Mount Wilson, a 5,710-foot peak in the San Gabriel Mountains, the Mount Wilson Observatory contains several historically important telescopes, the Hooker telescope, the Hale telescope, the Snow solar telescope, and the CHARA array, which was the largest optical interferometer in the world at its completion. These are the telescopes with which scientists made a significant number of the major astrophysics discoveries of the 20th century.

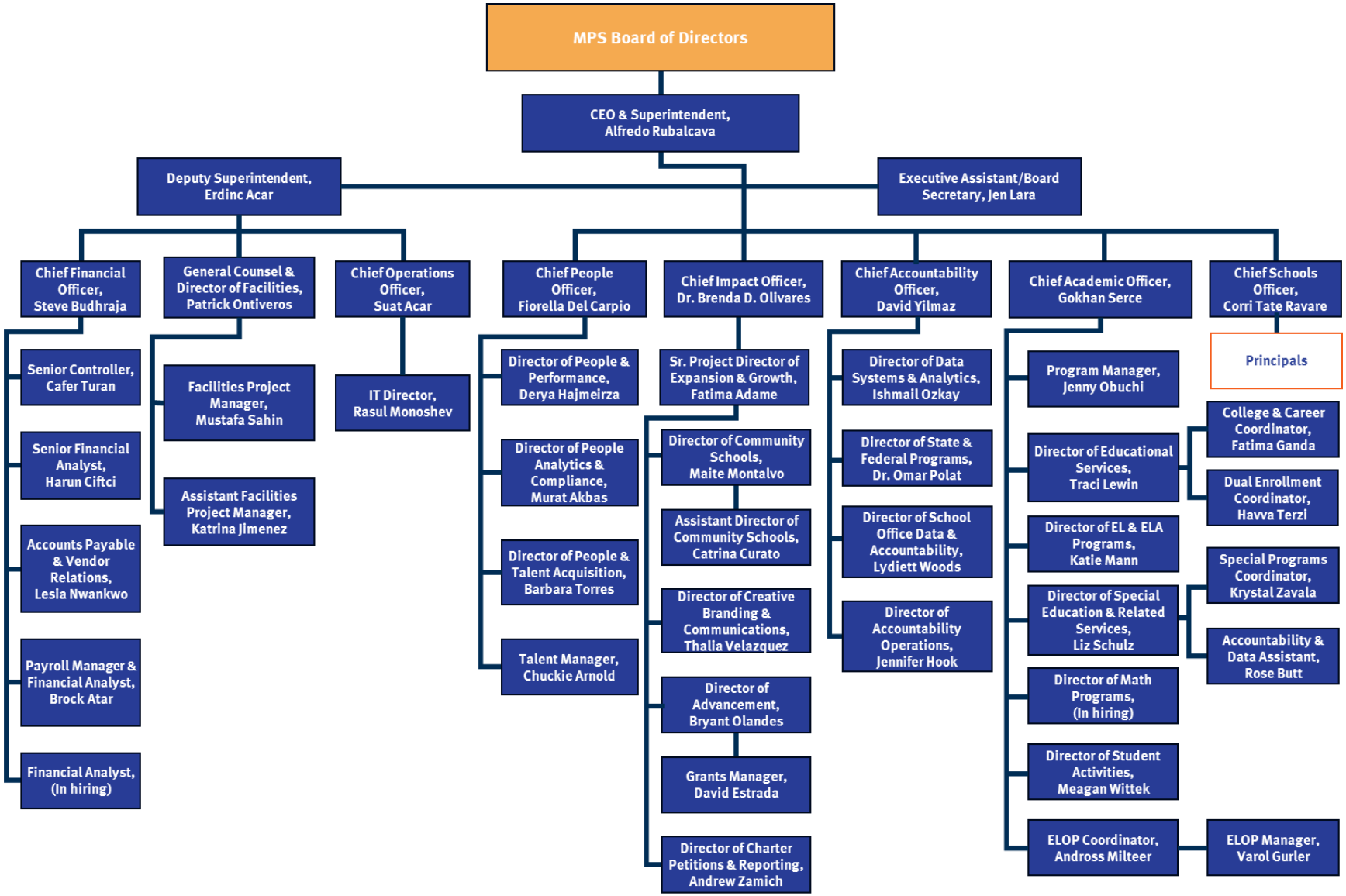
CalTech/Carnegie Astronomers engage MERF's students in the actual experiments and scientific discoveries made using the Mount Wilson equipment. In addition, MERF science teachers have helped to develop piloted lessons, which are aligned with the Next Generation Science Standards, such as "The Scale of Space" and "Spectroscopy: Science through Rainbows." Students participate in developing technologies and learn the ways in which science and innovation have changed the world. In addition, students have the opportunity to confer with the scientists from around the world who source research data using equipment at the Mount Wilson Observatory and are currently engaged in more cutting edge science of telescopes from Hawaii to Chile.

Organizational Structure and Leadership Team

The Lessee is led by a Chief Executive Officer & Superintendent with the assistance of a Deputy Superintendent, Chief Financial Officer, Chief Academic Officer, Chief Accountability Officer and Chief Operations Officer. The Lessee employs a team to operate the systems and supports necessary for the Lessee to operate successfully.

The Lessee currently employs approximately 464 personnel, including staff and faculty. Approximately 46 employees of the Lessee serve in an administrative or support function to Magnolia Schools.

The organization chart on the following page shows the relationship of the Lessee's Board of Directors, the Lessee's executive leadership and leadership at Magnolia Schools within the Lessee organization. At the top of the organization chart is the Board of Directors, which governs the Lessee as a whole. See "– the Lessee Board of Directors" below. Below the Board is the Chief Executive Officer, who is the chief executive of the entire the Lessee organization.



Source: The Lessee.

Executive Team. The Lessee's Chief Executive Officer & Superintendent, Alfredo Rubalcava, leads the executive team of the Lessee and manages the day-to-day operations of the Lessee with the assistance of the executive team.

Alfredo Rubalcava, Chief Executive Officer & Superintendent. Mr. Rubalcava is the Chief Executive Officer and Superintendent of the Lessee and has held the role since 2018. Mr. Rubalcava brings a well-rounded perspective to the position having previously served as a Magnolia Schools Teacher, Athletic Director, Dean of Students, Principal, and Chief External Officer. Mr. Rubalcava was one of the founding teachers of Magnolia Science Academy 1 in 2002. Mr. Rubalcava holds a BS in Kinesiology from California State University, Northridge.

Erdinc Acar, Deputy Superintendent. Mr. Acar is an educator and administrator with more than twenty years of leadership in developing and implementing leading-edge programs and services that align with the mission and vision of educational institutions. He has an outstanding record of improving processes by adapting and applying aspects of STEAM Education in school systems, through comprehensive research, strategic evaluation and effective presentations of best practices in curricula, programs, tools, and technologies. He has pioneered establishment of state-of-the-art online learning programs and professional development portals for academic advancement, combined with directing formative assessment and performance-based programs. He has served in top school level administrative positions in Nevada and California for over a decade. He holds the following degrees: Master of Education, Educational Leadership, University of Nevada, Reno; Master of Education, Science Education, Rutgers University, New Brunswick; and Bachelor of Science, Teaching Physics.

Steve Budhraja, Chief Financial Officer. Dr. Steve Budhraja has extensive knowledge in finance, operations, facilities, transportation, and risk management with over 15 years of experience, including roles within the County Office of Education, K-12 School District as well as nonprofit charter schools. He has served on diversity coalition committees throughout Southern California and is a strong advocate of inclusion and diversity. Dr. Budhraja earned his Doctoral Degree in Educational Leadership from California State University Long Beach.

Gokhan Serce, Chief Academic Officer. Mr. Gokhan Serce currently serves as Chief Academic Officer of the Lessee. Prior to his current role, Mr. Serce served as the San Diego Regional Director, Principal of MSA-SD and as an Assistant Principal and Interim Principal at MSA-7 for 3 years. In addition, Mr. Serce was the Outreach Coordinator for MSA-SD for a year and was then promoted to Principal. Mr. Serce received his Bachelor's degree in Mathematics Education at Middle East Technical University and has a Multiple Subject Credential.

David Yilmaz, Chief Accountability Officer. Mr. Yilmaz serves as the Chief Accountability Officer of the Lessee. In his role, Mr. Yilmaz ensures the Lessee develops high-quality accountability plans, implements the programs described in the charter petitions and complies with all applicable law and regulations. Mr. Yilmaz has over 15 years of teaching and administrative experience at the Lessee. Mr. Yilmaz earned his M.S. in engineering from UC, Irvine, and M.A. in school leadership from CSU, Dominguez Hills.

Suat Acar, Chief Operations Officer. Mr. Acar started his educational career as a math teacher and taught all types of math for 11 years. Subsequently, Mr. Acar became a school administrator in Arizona. He served as a principal for various traditional public schools and charter schools, including Principal at a Magnolia School and Principal at the Sonora Schools in the Phoenix, Arizona area. Mr. Acar has a Bachelor of Arts in Economics from Bosphorus University in Instanbul, Turkey and a Master's Degree in Education, Educational Leadership with a principal credential from Arizona State University.

Dr. Brenda D. Olivares, Chief External Officer. Dr. Brenda D. Olivares is an education champion with over 18 plus years of experience working with students, families, and school leaders. Dr. Olivares believes in creating sustainable systems and structures that promote a culture of respect, trust, and

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accountability among families and schools. Dr. Olivares has successfully served the roles of teacher, after-school coordinator, Dean of Academics, Dean of Students, and Dean of Culture at the secondary level. She joined the Magnolia Central Office team in 2018 as the Director of Student Services and currently serves as the Chief External Officer (CXO). She earned her doctorate in Educational Leadership with a concentration in Educational Psychology from the University of Southern California and holds a Master's degree in Teaching of Social Studies from Teachers College, Columbia University, and her Bachelor's degree in history with a secondary teaching credential from Mount Saint Mary's University. Most recently, she completed a Family Engagement in Education: Creating Effective Home and School Partnerships Summer Program with the Harvard Graduate School of Education.

Fiorella Del Carpio, Chief People Officer. Fiorella Del Carpio leads Magnolia Schools' vision and strategy for people, talent, culture, and equity, centering students, families, and communities in her work. Under her leadership, Magnolia is transitioning from a traditional Human Resources model to a comprehensive Total People Strategy. Fiorella brings a decade of leadership experience, with eight years focused on Human Capital. Most recently, she served as Managing Director of Human Capital at the California Charter Schools Association, where she oversaw HR policies, programs, and procedures, while spearheading initiatives related to company culture, talent, diversity, equity, and inclusion. Her dedication to social justice began during her time as a community liaison at Crystal Stairs, advocating for early education. Originally from Peru, Fiorella has lived in Los Angeles County since immigrating to the United States. She is a first-generation college graduate, holding a Bachelor of Science in Business Administration with a Minor in Economics from California State University, Los Angeles. Fiorella also completed Cornell Certificate Program: Diversity, Equity, and Inclusion for HR - 2021

Patrick Anton C. Ontiveros, Esq., General Counsel & Director of Facilities. Patrick Ontiveros has spent over a decade in a dual role as in-house legal counsel and project director for real estate acquisitions and development, successfully managing project scope, process resources, and professional teams through the entire development cycle, from acquisition or ground leasing to opening/ribbon-cutting. A successful track record of ensuring cohesion between multiple parties to guarantee on-time, on-budget project delivery, executing an effective balance of diplomacy and determination in leading diverse teams of architects, engineers, contractors, attorneys, environmental consultants, municipalities and project managers. Patrick has extensive experience in counselling both for-profit and non-profit clients on a variety of corporate and securities matters. Patrick holds a B.A. from Yale University and a J.D. from Columbia University.

Corri Tate Ravare, Chief Schools Officer. Corri Tate Ravare is a dedicated education leader and Chief Schools Officer at Magnolia Schools, with a career spanning charter school leadership, advocacy, and policy. She previously served as Executive Director and Chief Talent Officer at College Achieve Public Schools and as COO at Extera Public Schools. Corri has led statewide charter school advocacy efforts, served as President of ICEF Public Schools, and worked on school reform at LAUSD. Appointed to the California Advisory Commission on Charter Schools in 2009, she continues to shape education policy and serves on the board of CharterFolk. A UC Berkeley honors graduate and John Gardner Public Service Fellow, she is also an alumna of the Pahara Aspen Education Fellowship.

The Lessee Board of Directors

Board of Directors. The Lessee is governed by a Board of Directors (the "Board") comprising a minimum of three directors and a maximum of eleven directors. Directors serve five-year terms and until a successor has been designated and qualified.

The roster of current Board members, along with each member's current position on the Board, the start and end of their term, is set forth below. Brief biographies of the members of the Board follow.

TABLE 8
BOARD OF DIRECTORS
The Lessee

Name	*Title*	*Occupation*	*Current Term Beginning*	*Current Term Expires*	*Year Joined*
Mekan Muhammedov	Chair	Real Estate Investor & Entrepreneur	4/24/2025	4/23/2030	2020
Sandra Covarrubias	Vice-Chair	Retired Nurse & Parent of Alumni	8/10/2022	8/9/2027	2017
Umit Yapanel, Ph.D.	Member	Educational Technology Entrepreneur	10/12/2022	10/11/2027	2012
Salih Dikbas, Ph.D.	Member	Engineer	12/10/2024	12/9/2029	2016
Diane Gonzalez	Member	Retired Community Outreach Specialist, FBI	12/10/2024	12/9/2029	2014
Sofia Perez	Student Member	Junior at MSA-1	7/12/2024	6/30/2025 **[Is Sofia still on the board?]**	2025

Source: The Lessee.

Mekan Muhammedov, Chair. Mr. Muhammedov is a real estate investor and entrepreneur with a passion for optimizing business operations. Prior to joining the Board, Mr. Muhammedov served as executive director of GG Construction in Dubai. He has a long history with Magnolia, having been employed by the organization between 2005 and 2014.

Sandra Covarrubias, Vice-Chair. Ms. Covarrubias is a retired nurse who joined the Board in 2017. Ms. Covarrubias has eight years of professional experience as a Vocational Nurse at NorthEast Valley Health Corporation, Amity Home Health Majesty Hospice and All Saints HealthCare as a pediatric nurse. She became one of the first active parent volunteers for Magnolia Science Academy-2 & 7 and went on to become President of the Parent Task Force (PTF) for Magnolia Science Academy-2. Under her responsibilities she organized special events, coordinated parent volunteers in classrooms/school activities, aided in fundraising efforts through events and programs, and was involved in actively supporting community outreach and networking and building reliable communication networks among parents and teachers. Ms. Covarrubias graduated from Casa Loma College for Licensed Vocational Nursing.

Ümit Yapanel, Ph.D., Member. Dr. Ümit Yapanel has over two decades of experience in education. Dr. Yapanel served as the Board President from October 2012 to June 2018, where he successfully navigated the organization through significant growth and external challenges. Dr. Yapanel founded Lotus School for Excellence (LSE) and was pivotal in transforming LSE into a leading STEAM school in Colorado. Currently, Dr. Yapanel leads two major EdTech projects: atom.live, a multilingual & interactive online book platform designed to break down language barriers for children globally and Elegant AI Academy that equips students in grades 4-12 with AI skills essential for the future AI-driven world. His past roles include innovating in children's speech development at www.lena.org, leading the development of audio and speech processing algorithms at TDK, Inc., and serving as a key figure in speech recognition and enhancement at Audience Inc. Additionally, Dr. Yapanel worked at McDonald's Corp. - Tech Labs (2019-2021), as Senior Manager of the Conversational AI Group and at DeGirum, Corp. Dr. Yapanel has also served as an adjunct faculty member at the University of Colorado at Boulder, teaching Digital Signal Processing. Dr. Yapanel holds a BSc and MS in Electrical and Computer Engineering, and a PhD in Artificial Intelligence from the University of Colorado at Boulder.

Salih Dikbas, Ph.D., Member. Dr. Dikbas currently works at Qualcomm Inc., as a Staff Engineer. Dr. Dikbas joined Qualcomm Inc. in 2013. Prior to Qualcomm Inc., Dr. Dikbas was a System Engineer for Texas Instruments Inc. and helped develop a frame noise algorithm, and co-authored the proposal of TI for the

next-generation video standards. Dr. Dikbas received his degree from Middle East Technical University, an M.S. from Clemson University, and a Ph.D. from Georgia Institute of Technology.

Diane Gonzalez, Member. Ms. Gonzalez has been serving on the Board of Directors since 2014. Ms. Gonzalez retired from the Federal Bureau of Investigation after 57 years of service. In addition she has worked as a Community Outreach Specialist where she worked with schools, businesses, state and local agencies, faith based communities and organizations throughout Southern California. Ms. Gonzalez is involved with the Salvation Army Westwood Transitional Village as part of their Advisory Council and as part of her professional life in public service, she has helped form the Drug Enforcement Administration (DEA) Citizen's Academy and served two terms on their Board as the Secretary and Treasurer. She also served as a mentor with Pennylane which is a group home for at-risk girls, a mediator with Centinela Valley Juvenile Diversion Program and is also a member with the Los Angeles InfarGard Alliance and a member of Alcohol, Tobacco, Firearms and Explosives (ATF) Citizen's Academy. Ms. Gonzalez also created a reading program at the Bessie Pregerson Child Development Center, created and implemented a Community Relations Executive Seminar Training Program (CREST); and, created a Multi-Cultural Advisory Committee.

Sofia Perez, Student Member. Sofia Perez is a junior at MSA-1, where she began her journey with Magnolia Schools in 6th grade.

MAGNOLIA SCHOOLS

Accreditation

Magnolia Schools have been accredited by the Western Association of Schools and Colleges ("WASC"). Courses offered by Magnolia Schools that are WASC accredited may be considered to be transferable to other public high schools. Courses approved by the University of California or California State University as satisfying their prerequisites for admission may be considered as meeting college entrance requirements. While accreditation by WASC provides certain advantages for a high school and its graduating students, many California elementary schools do not seek accreditation.

School Leadership

The daily operations of each Magnolia School are managed by a Principal. All Magnolia Schools have at least one Assistant Principal or Dean as part of the school leadership team. Larger schools have additional Assistant Principals or Deans based on size and need.

Admissions, Enrollment, Attendance, Demographics and Student Retention

Student Admissions. Magnolia Schools shall admit all students who wish to attend as outlined in the California Education Code. No test or assessment is administered to students prior to acceptance and enrollment into the Magnolia Schools and they have no specific admissions requirements. Magnolia Schools shall not discriminate against any student on the basis of race, disability, gender, or immigration status. Magnolia Schools adheres to all state and federal laws establishing the minimum and maximum age of students for public school attendance in public schools.

Intent to Enroll. In order for students to be enrolled at one of the Magnolia Schools, they must submit a pre-enrollment application online or drop off a printed application to the school office. Families who turn in pre-enrollment forms by a certain date each year will be notified if they are included in the random enrollment lottery. Applications shall be counted to determine whether any grade level has received more forms than availability. If there are less application forms than availability for any grade levels, a lottery for that grade level is not necessary. Should the amount of pupils that wish to attend exceed the capacity of the

applicable Magnolia School during the enrollment period, a public random lottery will take place to determine the enrollment in accordance with the California Education Code.

Lottery Procedures and Preferences. Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications are counted to determine whether the applicable Magnolia School has received more applications than availability. If the number of students applying for enrollment exceeds the applicable Magnolia School's capacity, admission shall be determined by random public drawing (lottery) in accordance with the California Education Code. Families will be notified of lottery results via U.S. Mail and e-mail, if available, informing families whether or not their student was accepted or placed on waitlist. This letter will be sent home within 14 days of the date of the lottery.

Each Magnolia School may grant priority in admissions as set forth in the charter for each school and in accordance with law.

Waitlist. All names drawn after reaching capacity will be placed on a waitlist, in order in which they are drawn, except that homeless and foster care pupils will be moved to the top of the waiting list to provide priority placement. This waitlist will allow students the option of enrolling in the case of an opening during the current school year. The wait list from a prior year does not roll over to the next year. As of November 18, 2025, 78 students were on the Magnolia Schools waitlist.

Enrollment. The table below shows historical and current enrollment for each of the Magnolia Schools in the years 2020-21 through 2025-26, as well as projected enrollment by each of the Magnolia Schools through the 2029-30 school year.

TABLE 9
ENROLLMENT BY SCHOOL[(1)]
2020-21 through 2029-30
The Lessee

	Historical and Current Enrollment						*Projected Enrollment*			
School	***2020-21***	***2021-22***	***2022-23***	***2023-24***	***2024-25***	***2025-26***	***2026-27***	***2027-28***	***2028-29***	***2029-30***
MSA-1	717	742	694	714	746	677	694	698	700	705
MSA-2	464	504	511	532	514	448	450	451	462	465
MSA-3	417	417	379	389	411	395	398	405	410	412
MSA-4	100	109	102	124	132	123	123	120	125	141
MSA-5	290	247	238	218	218	194	207	215	217	221
MSA-6	163	83	91	111	128	157	154	157	159	159
MSA-7	294	280	263	280	272	276	270	280	281	281
MSA-8	440	392	384	404	385	395	400	405	407	410
MSA-SD	441	421	422	439	464	481	481	481	481	481
MSA-SA	544	513	502	504	524	586	586	589	599	600
MSA-OC	--	--	--	--	--	79	330	385	441	616
Total	***3,870***	***3,708***	***3,586***	***3,715***	***3,794***	***3,811***	***4,093***	***4,186***	***4,282***	***4,491***

(1) For school years 2020-21 through 2025-26, data reflect certified enrollment as of the fall census day (the first Wednesday in October), which is reported to the California Longitudinal Pupil Achievement Data System ("CALPADS") in each school year. Enrollment may vary throughout the Magnolia Schools year as students enroll at or leave.

Source: The Lessee.

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The table below shows historical and current grade level enrollment for the Magnolia Schools for years 2020-21 through 2024-25, as well as projected enrollment by grade level through the 2029-30 school year.

TABLE 10
ENROLLMENT BY GRADE[(1)]
2020-21 through 2029-30

Magnolia Schools

Magnolia Schools Total

	Historical and Current Enrollment						*Projected Enrollment*			
Grade Level	***2020-21***	***2021-22***	***2022-23***	***2023-24***	***2024-25***	***2025-26***	***2026-27***	***2027-28***	***2028-29***	***2029-30***
Transitional Kindergarten	--	--	--	17	33	64	90	89	90	110
Kindergarten	88	53	89	73	44	76	130	140	143	165
1st Grade	96	78	51	78	87	66	117	125	132	149
2nd Grade	99	93	75	48	72	101	100	115	118	139
3rd Grade	85	90	86	79	54	91	125	115	115	131
4th Grade	91	77	92	92	83	70	124	126	116	138
5th Grade	72	93	75	100	96	98	87	108	116	118
6th Grade	637	583	575	648	685	621	704	705	700	717
7th Grade	766	680	680	675	755	768	722	723	730	726
8th Grade	828	725	688	708	680	744	730	699	724	735
9th Grade	316	388	303	342	330	295	372	366	364	398
10th Grade	300	296	342	293	291	304	262	331	332	328
11th Grade	267	291	266	319	284	251	276	268	326	319
12th Grade	225	261	264	243	300	262	254	276	276	318
Totals	***3,870***	***3,708***	***3,586***	***3,715***	***3,794***	***3,811***	***4,093***	***4,186***	***4,282***	***4,491***

MSA-1

	Historical and Current Enrollment						*Projected Enrollment*			
Grade Level	***2020-21***	***2021-22***	***2022-23***	***2023-24***	***2024-25***	***2025-26***	***2026-27***	***2027-28***	***2028-29***	***2029-30***
6th Grade	140	115	105	111	132	102	110	110	111	112
7th Grade	125	133	113	123	119	118	110	108	110	111
8th Grade	129	116	126	117	135	117	110	109	108	110
9th Grade	90	133	82	104	96	98	100	95	95	95
10th Grade	80	86	113	80	92	94	94	92	90	95
11th Grade	79	83	78	104	76	82	90	94	92	90
12th Grade	74	76	77	75	96	66	80	90	94	92
Totals	***717***	***742***	***694***	***714***	***746***	***677***	***694***	***698***	***700***	***705***

(1) For school years 2020-21 through 2025-26, data reflect certified enrollment as of the fall census day (the first Wednesday in October), which is reported to the California Longitudinal Pupil Achievement Data System ("CALPADS") in each school year. Enrollment may vary throughout the Magnolia Schools year as students enroll at or leave.

Source: The Lessee.

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TABLE 10 (continued)
ENROLLMENT BY GRADE[(1)]
2020-21 through 2029-30

Magnolia Schools

MSA-2

	Historical and Current Enrollment						*Projected Enrollment*			
Grade Level	***2020-21***	***2021-22***	***2022-23***	***2023-24***	***2024-25***	***2025-26***	***2026-27***	***2027-28***	***2028-29***	***2029-30***
6th Grade	102	88	105	101	104	64	80	80	75	75
7th Grade	91	108	94	105	106	103	80	70	65	60
8th Grade	90	92	103	101	98	105	96	75	70	70
9th Grade	52	69	51	73	48	45	66	66	60	60
10th Grade	47	58	62	49	55	42	43	80	72	58
11th Grade	42	48	49	59	45	47	40	40	80	70
12th Grade	40	41	47	44	58	42	45	40	40	72
Totals	***464***	***504***	***511***	***532***	***514***	***448***	***450***	***451***	***462***	***465***

MSA-3

	Historical and Current Enrollment						*Projected Enrollment*			
Grade Level	***2020-21***	***2021-22***	***2022-23***	***2023-24***	***2024-25***	***2025-26***	***2026-27***	***2027-28***	***2028-29***	***2029-30***
6th Grade	34	61	34	49	58	52	62	62	65	67
7th Grade	69	42	74	40	68	72	70	62	60	60
8th Grade	88	69	49	80	54	67	62	65	60	60
9th Grade	68	81	58	58	67	53	65	63	65	65
10th Grade	62	58	62	56	45	59	48	60	60	60
11th Grade	51	57	54	58	57	39	52	45	58	58
12th Grade	45	49	48	48	62	53	39	48	42	42
Totals	***417***	***417***	***379***	***389***	***411***	***395***	***398***	***405***	***410***	***412***

MSA-4

	Historical and Current Enrollment						*Projected Enrollment*			
Grade Level	***2020-21***	***2021-22***	***2022-23***	***2023-24***	***2024-25***	***2025-26***	***2026-27***	***2027-28***	***2028-29***	***2029-30***
6th Grade	0	0	0	13	7	8	8	0	0	0
7th Grade	0	0	0	11	18	10	10	0	0	0
8th Grade	0	0	0	1	9	15	15	0	0	0
9th Grade	24	35	23	21	21	29	29	30	35	36
10th Grade	27	22	35	30	21	16	16	30	30	35
11th Grade	26	26	20	33	27	17	17	30	30	35
12th Grade	23	26	24	15	29	28	28	30	30	35
Totals	***100***	***109***	***102***	***124***	***132***	***123***	***123***	***120***	***125***	***141***

(1) For school years 2020-21 through 2025-26, data reflect certified enrollment as of the fall census day (the first Wednesday in October), which is reported to the California Longitudinal Pupil Achievement Data System ("CALPADS") in each school year. Enrollment may vary throughout the Magnolia Schools year as students enroll at or leave.

Source: The Lessee.

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TABLE 10 (continued)
ENROLLMENT BY GRADE[(1)]
2020-21 through 2029-30

Magnolia Schools

MSA-5

	Historical and Current Enrollment						*Projected Enrollment*			
Grade Level	***2020-21***	***2021-22***	***2022-23***	***2023-24***	***2024-25***	***2025-26***	***2026-27***	***2027-28***	***2028-29***	***2029-30***
6th Grade	48	30	28	34	38	21	30	30	30	30
7th Grade	50	48	35	28	32	40	30	30	30	30
8th Grade	59	50	51	39	26	27	30	30	30	30
9th Grade	37	23	31	38	45	24	60	60	55	52
10th Grade	46	28	28	27	31	39	17	25	30	30
11th Grade	28	41	28	27	27	20	23	17	25	25
12th Grade	22	27	37	25	19	23	17	23	17	24
Totals	***290***	***247***	***238***	***218***	***218***	***194***	***207***	***215***	***217***	***221***

MSA-6

	Historical and Current Enrollment						*Projected Enrollment*			
Grade Level	***2020-21***	***2021-22***	***2022-23***	***2023-24***	***2024-25***	***2025-26***	***2026-27***	***2027-28***	***2028-29***	***2029-30***
6th Grade	49	19	34	42	45	51	50	55	52	52
7th Grade	49	30	23	38	44	53	52	50	55	52
8th Grade	65	34	34	31	39	53	52	52	52	55
Totals	***163***	***83***	***91***	***111***	***128***	***157***	***154***	***157***	***159***	***159***

MSA-7

	Historical and Current Enrollment						*Projected Enrollment*			
Grade Level	***2020-21***	***2021-22***	***2022-23***	***2023-24***	***2024-25***	***2025-26***	***2026-27***	***2027-28***	***2028-29***	***2029-30***
Transitional Kindergarten	--	--	--	9	20	28	30	29	30	30
Kindergarten	51	27	53	40	25	35	40	40	43	45
1st Grade	56	50	28	45	48	32	40	40	42	44
2nd Grade	57	56	45	30	43	54	38	40	40	42
3rd Grade	50	51	47	50	30	46	48	38	40	40
4th Grade	50	43	47	50	55	30	46	48	38	40
5th Grade	30	53	43	56	51	51	28	45	48	40
Totals	***294***	***280***	***263***	***280***	***272***	***276***	***270***	***280***	***281***	***281***

(1) For school years 2020-21 through 2025-26, data reflect certified enrollment as of the fall census day (the first Wednesday in October), which is reported to the California Longitudinal Pupil Achievement Data System ("CALPADS") in each school year. Enrollment may vary throughout the Magnolia Schools year as students enroll at or leave.

Source: The Lessee.

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TABLE 10 (continued)
ENROLLMENT BY GRADE[1]
2020-21 through 2029-30

Magnolia Schools

MSA-8

	Historical and Current Enrollment						*Projected Enrollment*			
Grade Level	***2020-21***	***2021-22***	***2022-23***	***2023-24***	***2024-25***	***2025-26***	***2026-27***	***2027-28***	***2028-29***	***2029-30***
6th Grade	86	97	99	118	87	94	105	107	106	105
7th Grade	169	130	145	144	157	151	150	150	152	155
8th Grade	185	165	140	142	141	150	145	148	149	150
Totals	***440***	***392***	***384***	***404***	***385***	***395***	***400***	***405***	***407***	***410***

MSA-SD

	Historical and Current Enrollment						*Projected Enrollment*			
Grade Level	***2020-21***	***2021-22***	***2022-23***	***2023-24***	***2024-25***	***2025-26***	***2026-27***	***2027-28***	***2028-29***	***2029-30***
6th Grade	124	135	126	138	162	161	161	161	161	161
7th Grade	157	140	155	146	164	162	160	160	160	160
8th Grade	160	146	141	155	138	158	160	160	160	160
Totals	***441***	***421***	***422***	***439***	***464***	***481***	***481***	***481***	***481***	***481***

MSA-SA

	Historical and Current Enrollment						*Projected Enrollment*			
Grade Level	***2020-21***	***2021-22***	***2022-23***	***2023-24***	***2024-25***	***2025-26***	***2026-27***	***2027-28***	***2028-29***	***2029-30***
Transitional Kindergarten	--	--	--	8	13	20	20	20	20	20
Kindergarten	37	26	36	33	19	33	40	40	40	40
1st Grade	40	28	23	33	39	25	32	35	35	35
2nd Grade	42	37	30	18	29	38	22	30	32	32
3rd Grade	35	39	39	29	24	38	37	37	30	30
4th Grade	41	34	45	42	28	29	38	38	38	38
5th Grade	42	40	32	44	45	38	24	28	28	28
6th Grade	54	38	44	42	52	58	58	60	60	60
7th Grade	56	49	41	40	47	59	60	58	58	58
8th Grade	52	53	44	42	40	52	60	60	60	60
9th Grade	45	47	58	48	53	46	52	52	54	55
10th Grade	38	44	42	51	47	54	44	44	50	50
11th Grade	41	36	37	38	52	46	54	42	41	41
12th Grade	21	42	31	36	36	50	45	45	53	53
Totals	***544***	***513***	***502***	***504***	***524***	***586***	***586***	***589***	***599***	***600***

[1] For school years 2020-21 through 2025-26, data reflect certified enrollment as of the fall census day (the first Wednesday in October), which is reported to the California Longitudinal Pupil Achievement Data System ("CALPADS") in each school year. Enrollment may vary throughout the Magnolia Schools year as students enroll at or leave.

Source: The Lessee.

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TABLE 10 (continued)
ENROLLMENT BY GRADE[1]
2020-21 through 2029-30

Magnolia Schools

MSA-OC[2]

	Historical and Current Enrollment						*Projected Enrollment*			
Grade Level	***2020-21***	***2021-22***	***2022-23***	***2023-24***	***2024-25***	***2025-26***	***2026-27***	***2027-28***	***2028-29***	***2029-30***
Transitional Kindergarten	--	--	--	--	--	16	40	40	40	60
Kindergarten	--	--	--	--	--	8	50	60	60	80
1st Grade	--	--	--	--	--	9	45	50	55	70
2nd Grade	--	--	--	--	--	9	40	45	46	65
3rd Grade	--	--	--	--	--	7	40	40	45	61
4th Grade	--	--	--	--	--	11	40	40	40	60
5th Grade	--	--	--	--	--	9	35	35	40	50
6th Grade	--	--	--	--	--	10	40	40	40	55
7th Grade	--	--	--	--	--	--	--	35	40	40
8th Grade	--	--	--	--	--	--	--	--	35	40
9th Grade	--	--	--	--	--	--	--	--	--	35
10th Grade	--	--	--	--	--	--	--	--	--	--
11th Grade	--	--	--	--	--	--	--	--	--	--
12th Grade	--	--	--	--	--	--	--	--	--	--
Totals	--	--	--	--	--	***79***	***330***	***385***	***441***	***616***

(1) For school years 2020-21 through 2025-26, data reflect certified enrollment as of the fall census day (the first Wednesday in October), which is reported to the California Longitudinal Pupil Achievement Data System ("CALPADS") in each school year. Enrollment may vary throughout the Magnolia Schools year as students enroll at or leave.

(2) MSA-OC opened for the 2025-26 school year at two separate locations, each serving grades TK-2 and grade 6. See "OPERATING AND FINANCIAL INFORMATION – Future Projects" herein.

Source: The Lessee.

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Average Daily Attendance. The table below shows each Magnolia Schools' average daily attendance ("ADA") from the 2020-21 school year through the 2024-25 school year. See "STATE FUNDING OF EDUCATION – Allocation of State Funding to Charter Schools – Local Control Funding Formula" in the forepart of this Limited Offering Memorandum.

TABLE 11
AVERAGE DAILY ATTENDANCE
2020-21 through 2024-25
The Lessee

	MSA-1	*MSA-2*	*MSA-3*
	ADA[1]	*ADA*[1]	*ADA*[1]
2020-21[2]	680	420	468
2021-22	712	486	393
2022-23	649	473	340
2023-24	663	495	354
2024-25	685	479	374

	MSA-4	*MSA-5*	*MSA-6*
	ADA[1]	*ADA*[1]	*ADA*[1]
2020-21[2]	122	267	127
2021-22	122	275	151
2022-23	101	235	79
2023-24	93	211	83
2024-25	123	193	122

	MSA-7	*MSA-8*	*MSA-SD*
	ADA[1]	*ADA*[1]	*ADA*[1]
2020-21[2]	277	461	421
2021-22	265	375	400
2022-23	244	353	390
2023-24	262	371	413
2024-25	247	351	433

	MSA-SA	*Total*
	ADA[1]	*ADA*[1]
2020-21[2]	527	3,802
2021-22	497	3,543
2022-23	467	3,303
2023-24	476	3,445
2024-25	495	3,501

(1) For 2020-2 through 2024-25, reflects ADA as of the second principal reporting period ("P-2 ADA"), ending on or before the last attendance month prior to April 15 of each school year. An attendance month is equal to each four week period of instruction beginning on the first day of school.

(2) Due to the COVID-19 pandemic, the State implemented a hold harmless provision for 2020-21 to ensure public schools do not receive less state funding than in the prior year. As such, ADA for 2020-21 was based on the prior year except when ADA has increased since the prior year for a school.

Source: The Lessee.

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Student Retention. The following table sets forth, for the periods shown, the percentage of students enrolled from the prior school year that returned as students in the latter school year (without regard to graduating students).

TABLE 12
HISTORICAL STUDENT RETENTION[(1)]
2020-21 through 2025-26
The Lessee

	MSA-1	***MSA-2***	***MSA-3***	***MSA-4***	***MSA-5***
2020-21 to 2021-22	94%	90%	81%	97%	75%
2021-22 to 2022-23	87	83	79	92	85
2022-23 to 2023-24	84	86	85	89	83
2023-24 to 2024-25	86	81	84	89	84
2024-25 to 2025-26	86	81	80	88	85

	MSA-6	***MSA-7***	***MSA-8***	***MSA-SD***	***MSA-SA***
2020-21 to 2021-22	68%	88%	96%	87%	86%
2021-22 to 2022-23	96	88	92	91	90
2022-23 to 2023-24	91	96	94	89	89
2023-24 to 2024-25	90	92	94	89	89
2024-25 to 2025-26	90	93	92	93	93

	Total
2020-21 to 2021-22	87%
2021-22 to 2022-23	87
2022-23 to 2023-24	88
2023-24 to 2024-25	87
2024-25 to 2025-26	88

[(1)] The numerator is the number of students who were enrolled on Census Day (the first Wednesday in October) and the last day of the Series 2026 Schools year and the denominator is the number of students who were enrolled on Census Day.
Source: The Lessee.

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Staffing and Teacher Retention

School Staffing. The following table sets forth information regarding the Lessee's FTE employees attributable to each of the Magnolia Schools for the years shown.

TABLE 13
EMPLOYMENT AND STAFFING[1]
2021-22 through 2025-26

Magnolia Schools

Magnolia Schools Total

	2021-22	*2022-23*	*2023-24*	*2024-25*	*2025-26*
Teachers	223	241	227	236	230
School Support Staff[2]	124	148	147	155	173
School Leaders	35	39	36	35	38
Total Employees	382	428	410	426	441
Total Number of Students	3,708	3,586	3,715	3,794	3,811
Student-to-Teacher Ratio	17:1	15:1	16:1	16:1	17:1

MSA-1

	2021-22	*2022-23*	*2023-24*	*2024-25*	*2025-26*
Teachers	41	42	43	46	43
School Support Staff[2]	22	31	31	30	36
School Leaders	5	6	6	6	6
Total Employees	68	79	80	82	85
Total Number of Students	742	694	714	746	677
Student-to-Teacher Ratio	19:1	17:1	17:1	17:1	16:1

(1) Staffing figures shown represent full-time equivalent staff.
(2) Support staff are not credentialed.
Source: The Lessee.

TABLE 13 (continued)
EMPLOYMENT AND STAFFING[1]
2021-22 through 2025-26

Magnolia Schools

MSA-2

	2021-22	*2022-23*	*2023-24*	*2024-25*	*2025-26*
Teachers	24	26	27	29	23
School Support Staff[2]	15	18	18	22	21
School Leaders	4	4	4	4	4
Total Employees	43	48	49	55	48
Total Number of Students	504	511	532	514	448
Student-to-Teacher Ratio	21:1	20:1	20:1	18:1	19:1

MSA-3

	2021-22	*2022-23*	*2023-24*	*2024-25*	*2025-26*
Teachers	23	26	26	26	19
School Support Staff[2]	12	12	12	12	14
School Leaders	5	5	4	4	4
Total Employees	40	43	42	42	37
Total Number of Students	417	379	389	411	395
Student-to-Teacher Ratio	19:1	15:1	15:1	16:1	21:1

MSA-4

	2021-22	*2022-23*	*2023-24*	*2024-25*	*2025-26*
Teachers	12	17	12	11	9
School Support Staff[2]	7	11	4	5	6
School Leaders	2	3	2	2	2
Total Employees	21	31	18	18	17
Total Number of Students	109	102	124	132	123
Student-to-Teacher Ratio	10:1	6:1	11:1	12:1	14:1

[1] Staffing figures shown represent full-time equivalent staff.
[2] Support staff are not credentialed.
Source: The Lessee.

TABLE 13 (continued)
EMPLOYMENT AND STAFFING[1]
2021-22 through 2025-26

Magnolia Schools

MSA-5

	2021-22	*2022-23*	*2023-24*	*2024-25*	*2025-26*
Teachers	17	17	14	15	14
School Support Staff[2]	7	11	13	15	13
School Leaders	2	3	3	3	3
Total Employees	26	31	30	33	30
Total Number of Students	247	238	218	218	194
Student-to-Teacher Ratio	15:1	14:1	16:1	15:1	14:1

MSA-6

	2021-22	*2022-23*	*2023-24*	*2024-25*	*2025-26*
Teachers	5	8	7	9	9
School Support Staff[2]	4	3	4	5	6
School Leaders	2	2	2	2	2
Total Employees	11	13	13	16	17

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Total Number of Students	83	91	111	128	157
Student-to-Teacher Ratio	17:1	12:1	16:1	15:1	17:1

MSA-7

	2021-22	*2022-23*	*2023-24*	*2024-25*	*2025-26*
Teachers	19	18	16	16	18
School Support Staff[2]	13	16	18	19	18
School Leaders	2	2	3	3	3
Total Employees	34	36	37	38	39
Total Number of Students	280	263	280	272	276
Student-to-Teacher Ratio	15:1	15:1	18:1	17:1	15:1

(1) Staffing figures shown represent full-time equivalent staff.
(2) Support staff are not credentialed.
Source: The Lessee.

TABLE 13 (continued)
EMPLOYMENT AND STAFFING[1]
2021-22 through 2025-26

Magnolia Schools

MSA-8

	2021-22	*2022-23*	*2023-24*	*2024-25*	*2025-26*
Teachers	24	25	25	23	22
School Support Staff[2]	17	19	18	17	18
School Leaders	4	5	3	4	4
Total Employees	45	49	46	44	44
Total Number of Students	392	384	404	385	395
Student-to-Teacher Ratio	17:1	16:1	17:1	17:1	18:1

MSA-SD

	2021-22	*2022-23*	*2023-24*	*2024-25*	*2025-26*
Teachers	22	24	22	25	24
School Support Staff[2]	8	6	6	7	10
School Leaders	4	4	4	3	3
Total Employees	34	34	32	35	37
Total Number of Students	421	422	439	464	481
Student-to-Teacher Ratio	20:1	18:1	20:1	19:1	20:1

MSA-SA

	2021-22	*2022-23*	*2023-24*	*2024-25*	*2025-26*
Teachers	36	38	35	36	39
School Support Staff[2]	19	21	23	23	25

School Leaders	5	5	5	4	4
Total Employees	60	64	63	63	68
Total Number of Students	513	502	504	524	586
Student-to-Teacher Ratio	15:1	14:1	15:1	15:1	15:1

MSA-OC[3]

	2021-22	***2022-23***	***2023-24***	***2024-25***	***2025-26***
Teachers	--	--	--	--	10
School Support Staff[2]	--	--	--	--	6
School Leaders	--	--	--	--	3
Total Employees	--	--	--	--	19
Total Number of Students	--	--	--	--	79
Student-to-Teacher Ratio	--	--	--	--	8:1

(1) Staffing figures shown represent full-time equivalent staff.
(2) Support staff are not credentialed.
(3) MSA-OC opened for the 2025-26 school year.
Source: The Lessee.

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Teacher Retention. The following table sets forth the rate of retention of teachers at each of the Magnolia Schools, showing for each period the percentage of teachers teaching in the initial school year who returned to teach at the same school in the latter school year.

TABLE 14
TEACHER RETENTION
2020-21 through 2025-26
The Lessee

	MSA-1	*MSA-2*	*MSA-3*	*MSA-4*	*MSA-5*	*MSA-6*
2020-21 to 2021-22	78%	88%	82%	71%	93%	75%
2021-22 to 2022-23	70	82	68	90	75	83
2022-23 to 2023-24	74	78	74	33	60	75
2023-24 to 2024-25	84	75	87	70	71	86
2024-25 to 2025-26	77	79	65	63	86	75

	MSA-7	*MSA-8*	*MSA-SD*	*MSA-SA*	*Total*
2020-21 to 2021-22	100%	84%	94%	64%	82%
2021-22 to 2022-23	81	67	68	86	76
2022-23 to 2023-24	88	54	75	75	71
2023-24 to 2024-25	81	52	86	79	78
2024-25 to 2025-26	87	76	91	91	80

Source: The Lessee.

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Academic Outcomes for Magnolia Schools

CAASPP. Academic Performance Index ("API") scores have, in the past, been calculated using results of the State's STAR program and, for high school students, the California High School Exit Examination ("CAHSEE"). Changes to the Education Code enacted in 2013 deleted certain provisions of State law establishing the STAR program and replaced them with the California Assessment of Student Performance and Progress program ("CAASPP"), effective July 1, 2014. As a means to assess certain elementary and secondary pupils, CAASPP comprises:

(a) the State's Smarter Balanced Assessments, composed of (i) summative assessments in English language arts ("ELA") and mathematics for grades 3 to 8 inclusive, and grade 11, (ii) interim assessments to monitor student progress toward mastery of the Common Core State Standards in ELA and mathematics, and (iii) a "Digital Library" consisting of tools and practices designed to help teachers utilize formative assessment processes for improved teaching and learning;

(b) alternate assessments for ELA and mathematics in grades 3 through 8 and 11, that are based on alternate achievement standards and aligned with the Common Core State Standards for students with significant cognitive disabilities;

(c) science assessments in grades 5, 8, and 10, measuring specified content standards, currently composed of (i) the California Standards Test ("CST") for students in public schools, (ii) the California Modified Assessment ("CMA") for students with an individualized education program, and the (iii) California Alternate Performance Assessment ("CAPA") for students with significant cognitive disabilities; and

(d) the Standards-based Tests in Spanish ("STS"), which are multiple-choice tests that allow Spanish-speaking English learners in grades 2 through 11 to demonstrate their knowledge of California content standards by taking a reading/language arts ("RLA") assessment in their primary language.

The following figures summarize the performance of the listed Series 2025 School students on CAASPP Smarter Balanced Assessments for ELA and mathematics in 2023-24, compared against averages for students in the school district in which the applicable Series 2025 School is located, and the State.

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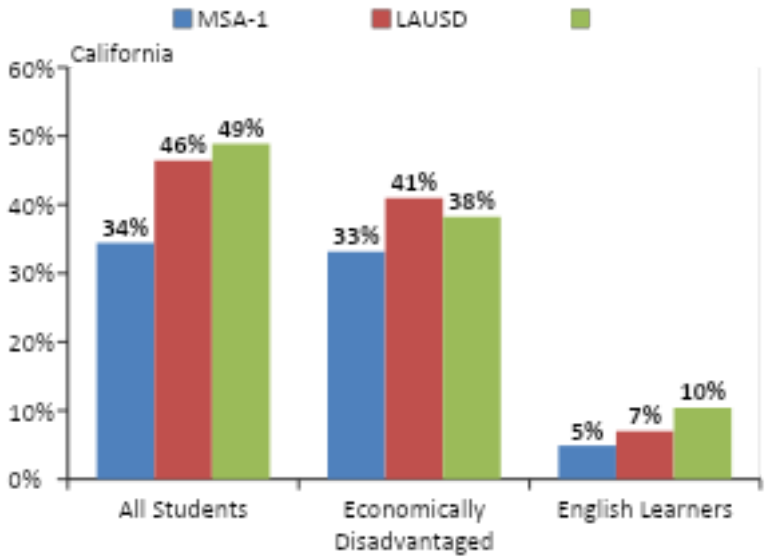
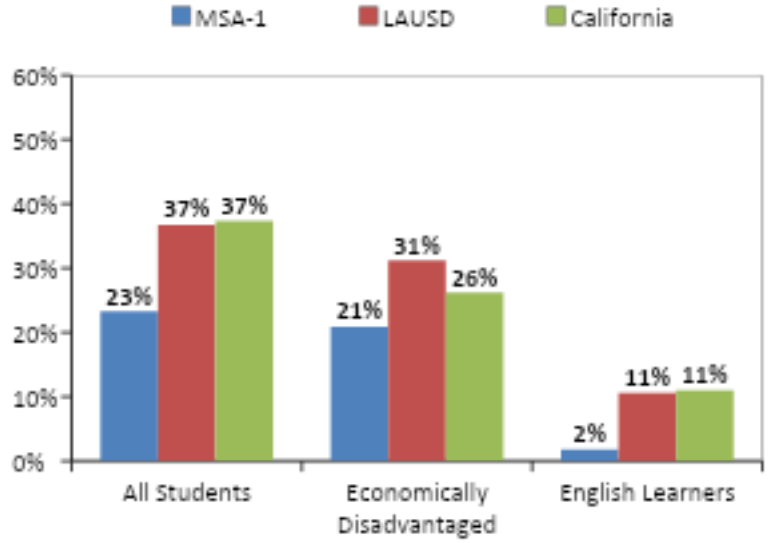
FIGURE 7
SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC) RESULTS[(1)]
2024-25

MSA-1, LAUSD and the State

English Language Arts/Literacy



Math



(1) Percentages shown are sums of percentages of 3rd through 12th grade students indicated as "Standards Met" and "Standards Exceeded" in Smarter Balanced Assessment results for the 2024-25 school year.

Source: California Department of Education; the Lessee.

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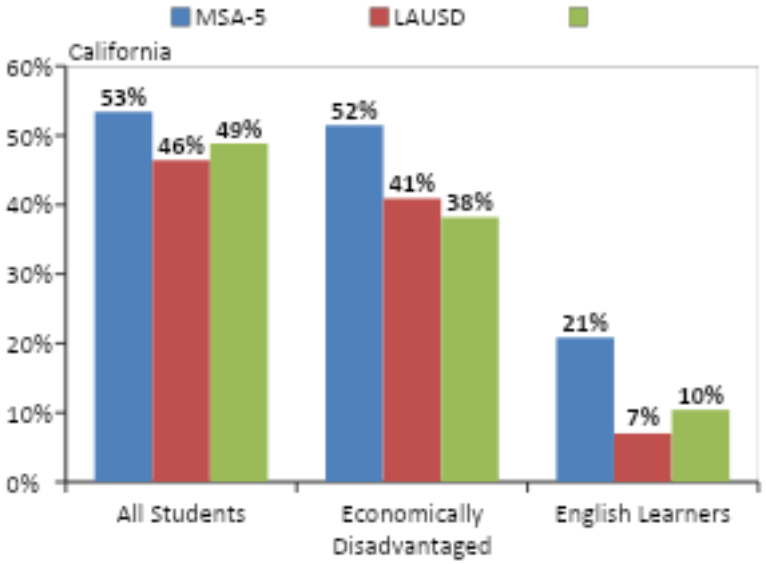
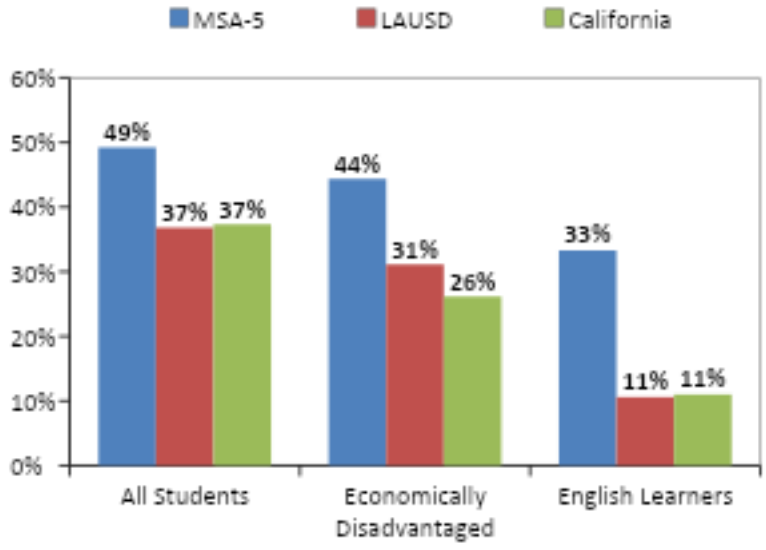
FIGURE 7 (continued)
SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC) RESULTS[(1)]
2024-25

MSA-5, LAUSD and the State

English Language Arts/Literacy



Math



(1) Percentages shown are sums of percentages of 3rd through 12th grade students indicated as "Standards Met" and "Standards Exceeded" in Smarter Balanced Assessment results for the 2024-25 school year.

Source: California Department of Education; the Lessee.

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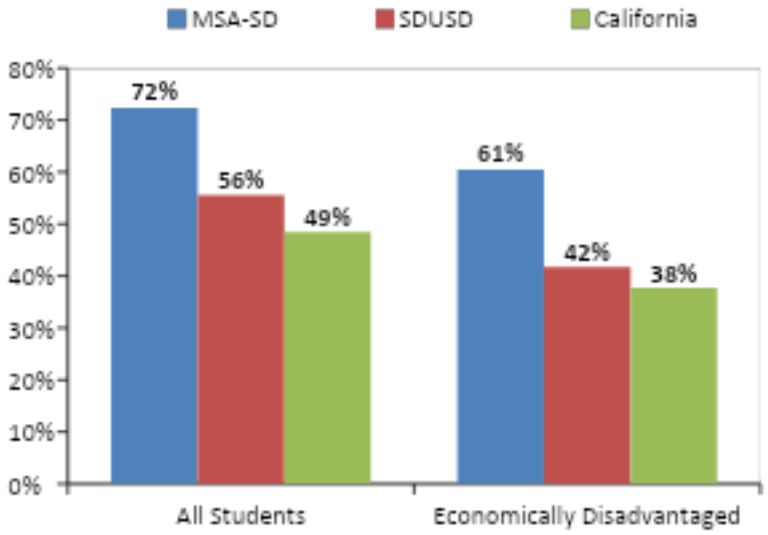
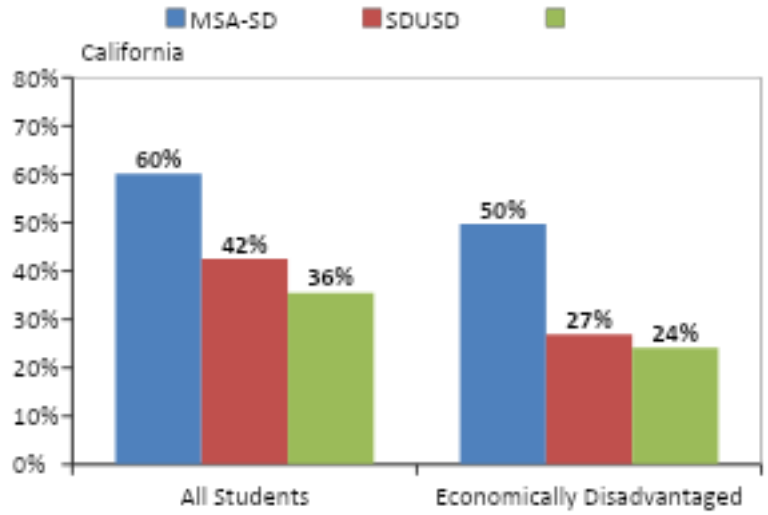
FIGURE 7 (continued)
SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC) RESULTS[(1)]
2024-25

MSA-SD, SDUSD and the State

English Language Arts/Literacy



Math



(1) Percentages shown are sums of percentages of 6th through 8h grade students indicated as "Standards Met" and "Standards Exceeded" in Smarter Balanced Assessment results for the 2024-25 school year.

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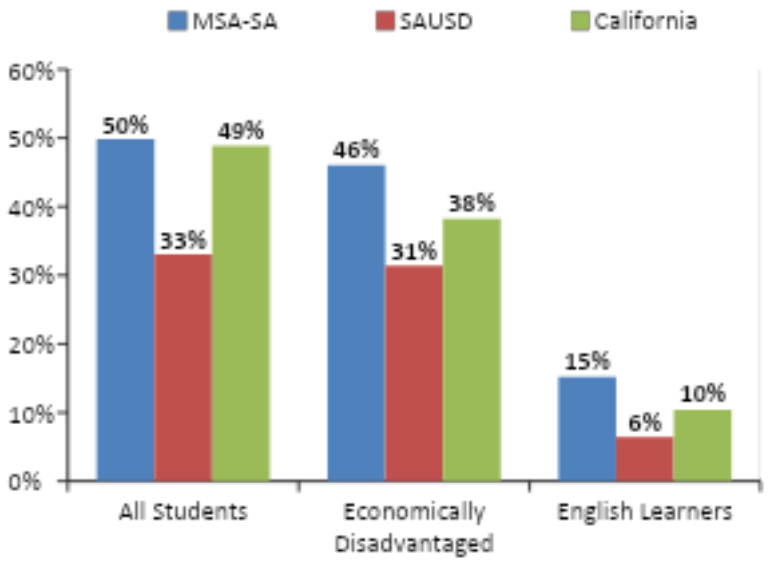
(2) In order to protect student privacy, English Learner data is suppressed by the California Department of Education because fewer than 11 students tested.

Source: California Department of Education; the Lessee.

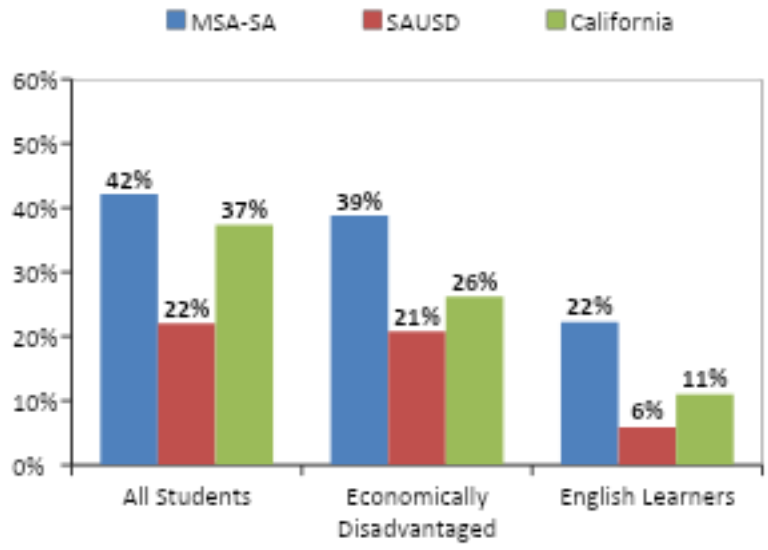
FIGURE 7 (continued)
SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC) RESULTS[(1)]
2024-25

MSA-SA, Santa Ana Unified School District ("SAUSD") and the State

English Language Arts/Literacy



Math



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(1) Percentages shown are sums of percentages of 3rd through 12th grade students indicated as "Standards Met" and "Standards Exceeded" in Smarter Balanced Assessment results for the 2024-25 school year.

Source: California Department of Education; the Lessee.

The following table summarizes the performance of Magnolia Schools students on CAASPP Smarter Balanced Assessments for ELA and mathematics in 2024-25 for the listed demographics.

TABLE 15
SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC) RESULTS
2024-25

	All Students		*Socioeconomically Disadvantaged*		*English Learners*	
School	*SBAC ELA Met/Exceeded*[1]	*SBAC Math Met/Exceeded*[1]	*SBAC ELA Met/Exceeded*[2]	*SBAC Math Met/Exceeded*[2]	*SBAC ELA Met/Exceeded*[3]	*SBAC Math Met/Exceeded*[3]
MSA-1	34.4%	23.3%	33.2%	20.9%	4.9%	1.8%
MSA-2	35.8	13.2	35.6	12.8	1.8	1.8
MSA-3	37.9	17.4	38.0	15.8	--[4]	--[4]
MSA-4	56.9	18.5	57.9	19.3	16.7	25.0
MSA-5	53.4	49.2	51.5	44.4	20.8	33.3
MSA-6	53.2	42.4	53.9	42.2	0.0	26.3
MSA-7	50.0	45.8	46.0	42.0	24.1	30.0
MSA-8	33.0	17.5	30.4	16.1	0.0	2.2
MSA-SD	72.4	60.1	60.5	49.7	--[4]	--[4]
MSA-SA	49.8	42.1	46.0	38.8	15.2	22.2

(1) Represents the percentage of students who met or exceeded standards on the State's 2024-25 Smarter Balanced Assessments in English Language Arts and mathematics.

(2) Represents the percentage of socioeconomically disadvantaged students who met or exceeded standards on the State's 2024-25 Smarter Balanced Assessments in English Language Arts and mathematics.

(3) Represents the percentage of English learner students who met or exceeded standards on the State's 2024-25 Smarter Balanced Assessments in English Language Arts and mathematics.

(4) In order to protect student privacy, data is suppressed by the California Department of Education because fewer than 11 students tested.

Source: The Lessee; California Department of Education.

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California School Dashboard. During the 2016-17 school year, the California State Board of Education ("SBE") approved a new integrated accountability and continuous improvement system (the "Accountability System") that is used to evaluate local education agency ("LEA") and school performance in areas critical to students' preparedness for college and career. The Accountability System is aligned to both (i) the LCFF priority areas, as required under State law, and (ii) accountability measures required under the provisions of the federal Every Student Succeeds Act. Performance by individual LEAs and schools under the Accountability System is reported through the State's California School Dashboard (the "Dashboard").

The Accountability System measures performance in the following priority areas using various state and local indicators:

Priority Areas	State Indicator	Local Indicator
Basic Services or Basic Condition at schools	N/A	Appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities
Implementation of State Academic Standards	N/A	Progress in implementing state academic standards
Parent Engagement	N/A	Progress in seeking input from parents in decision making and promoting parental participation in programs
Student Achievement	● Academic Performance (Grades 3-8 and Grade 11); ● English Learners Progress	N/A
Student Engagement	● Graduation Rate; ● Chronic Absenteeism	N/A
School Climate	Suspension Rate	Administration of a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12)
Access to a Broad Course of Study	N/A	Annually measures progress on the extent students have access to, and are enrolled in, a broad course of study
Outcomes in a Broad Course of Study	College/Career	N/A

Source: California Department of Education.

State Indicators. The Accountability System measures performance on state indicators through a combination of current performance ("Status") and improvement over time ("Change"). Both Status and Change are weighted equally, and scores approved by SBE serve as performance standards based on the state-wide distribution of Status and Change for each indicator. For each state indicator, a school or LEA will be assigned (i) a Status level of Very High, High, Medium, Low or Very Low; and (ii) a Change level of Increased Significantly, Increased, Maintained, Declined or Declined Significantly. For each state indicator, the combination of Status level and Change level yields a performance level of Blue, Green, Yellow, Orange or Red, with Blue representing the highest performance and Red indicating the lowest performance. Any performance level below Green indicates that improvement is needed.

Local Indicators. The local indicators require LEAs (including individual charter schools) to determine whether they have Met, Not Met, or Not Met for More than Two Years the standards for each local indicator. For each local indicator, LEAs (and charter schools) must (i) measure their progress using locally available information, (ii) report the results at a regularly scheduled public meeting of the LEA's (or charter school's) local governing board, and (iii) upload the results to the public through the Dashboard.

School Performance Overview. Each LEA and school's School Performance Overview provides the performance level for all students on state and local indicators.

TABLE 16
CALIFORNIA SCHOOL DASHBOARD STATE AND LOCAL INDICATORS
2024-25

MSA-1

State Indicators	All Students Performance[1]	Status	Change[2]
Chronic Absenteeism [3]	Red	24.1% chronically absent	Increased 1.1%
Suspension Rate [4]	Red	5% suspended at least once	Increased 2.5%
English Learner Progress [5]	Yellow	40.7% making progress towards English language proficiency	Increased 17.4%
English Language Arts [6]	Orange	42.3 points below standard	Declined 10.9 Points
Mathematics [6]	Red	95.7 points below standard	Declined 21.8 Points
Graduation Rate[7]	Blue	96.1% graduated	Declined 1.3%
College/Career[8]	Green	71.3% prepared	Declined 18.3%

Local Indicators	Ratings
Basics: Teachers, Instructional Materials, Facilities)	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

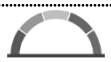
[TABLE CONTINUED ON FOLLOWING PAGE]

MSA-5

State Indicators	All Students Performance[1]	Status	Change[2]
Chronic Absenteeism [3]	Orange	26.1% chronically absent	Declined 4.7%
Suspension Rate [4]	Green	1.3% suspended at least once	Declined 1.1%
English Learner Progress [5]	Orange	53% making progress towards English language proficiency	Declined 10.2%
English Language Arts [6]	Orange	27.9 points below standard	Declined 28.4 Points
Mathematics [6]	Orange	79.6 points below standard	Declined 30.2 Points

Local Indicators	Ratings
Basics: Teachers, Instructional Materials, Facilities)	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

MSA-SD

State Indicators	All Students Performance[1]	Status	Change[2]
Chronic Absenteeism [3]	Yellow	19.9% chronically absent	Declined 1.7%
Suspension Rate [4]	Green	2.2% suspended at least once	Declined 0.3%
English Learner Progress [5]	 No Performance Color	76.9% making progress towards English language proficiency	Increased 3.8%
English Language Arts [6]	Blue	45.6 above standard	Increased 18.4 Points
Mathematics [6]	Blue	26.6 points above standard	Increased 18 Points

Local Indicators	Ratings
Basics: Teachers, Instructional Materials, Facilities)	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met

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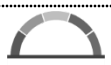
Access to a Broad Course of Study	Standard Met

[TABLE CONTINUED ON FOLLOWING PAGE]

MSA-SA

State Indicators	All Students Performance[1]	Status	Change[2]
Chronic Absenteeism [3]	Yellow	15.1% chronically absent	Declined 1.7%
Suspension Rate [4]	Orange	3.3% suspended at least once	Increased 0.6%
English Learner Progress [5]	Red	34% making progress towards English language proficiency	Declined 39.3%
English Language Arts [6]	Yellow	8.3 points below standard	Increased 6.4 Points
Mathematics [6]	Yellow	36.5 points below standard	Increased 3.4 Points
Graduation Rate[7]	 No Performance Color	100% graduated	Maintained 0%
College/Career[8]	No Performance Color	77.1% prepared	Increased 4.7%

Local Indicators	Ratings
Basics: Teachers, Instructional Materials, Facilities)	Standard Met
Implementation of Academic Standards	Standard Met
Parent and Family Engagement	Standard Met
Local Climate Survey	Standard Met
Access to a Broad Course of Study	Standard Met

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(1) A chartering authority shall not renew a charter if for two consecutive years immediately preceding the renewal decision, the charter school has received the two lowest performance levels schoolwide on all the state indicators included in the California School Dashboard for which it receives performance levels. See "CHARTER SCHOOLS – Charter Renewal" in the forepart of this Limited Offering Memorandum.

(2) Change level is based on the difference between data for the 2024-25 and 2023-24 school years

(3) Chronic Absenteeism Status level is based on the number of students absent for 10% or more of instructional days within the 2024-25 school year.

(4) Suspension Rate Status level is based on the unduplicated number of students suspended within the 2024-25 school year.

(5) English Learner Progress Status level is based on the percentage of English Language Proficiency Assessments for California ("ELPAC") test takers scoring at a proficient level in the 2024-25 school year.

(6) English Language Arts ("ELA") and Mathematics Status levels are based on the sum of all grades 3-8 and 11 students' distance from the minimum score qualifying a student for "Standards Met" on the ELA or Math 2024-25 Smarter Balanced Assessment, divided by the total number of 2024-25 Smarter Balanced Assessment ELA or Math test takers.

(7) Percentage of students who received a high school diploma within four or five years of entering ninth grade or completed their graduation requirements at an alternative school.

(8) Determination of whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. For additional College/Career information, see " – College Readiness and Outcomes" herein.

Source: California Department of Education.

Competing Schools. The following tables below presents a summary of certain demographics and test results for competing schools, indicating for each the enrollment, percentages of English Learners ("EL") and percentages of recipients of Free and Reduced Price Meals ("FRPM"), and the percentage of English Learner and socioeconomically disadvantaged students in the grades shown who met or exceeded standards for the Smarter Balanced Assessments in English Language Arts and Math. Certain demographic and test results for the school district in which the applicable Series 2026 School is located and the State are also presented for comparison purposes. Please refer to the footnotes on the tables below for more information.

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TABLE 17
COMPETING SCHOOLS
2024-25

MSA-1

School	Grades	2024-25 Enrollment	2024-25 EL	2024-25 FRPM(%)	Academic Performance SBAC ELA Met/Exceeded[1]	Academic Performance SBAC Math Met/Exceeded[1]	Academic Performance (Socioeconomically Disadvantaged) SBAC ELA Met/Exceeded[2]	Academic Performance (Socioeconomically Disadvantaged) SBAC Math Met/Exceeded[2]
MSA-1	**6-12**	**714**	**24.4%**	**86.2%**	**34.4%**	**23.3%**	**33.2%**	**20.9%**
Reseda Charter High School	6-12	1,339	16.9	88.3	42.3	24.4	39.8	21.0
James Jordan Middle	6-8	454	22.7	87.1	54.7	37.2	53.5	35.5
Northridge Middle School	6-8	670	24.3	94.8	33.8	15.3	33.3	15.8
Mulholland Middle School	6-8	1,098	16.4	93.5	39.7	27.8	38.3	26.3
Birmingham Community Charter High	9-12	3,162	9.1	90.0	75.3	29.2	74.5	28.3
Daniel Pearl Journalism & Communications Magnet	9-12	183	12.6	78.7	53.1	37.5	50.0	31.8
LAUSD	TK-12	516,685	19.5	82.0	46.5	36.8	40.9	31.2
State	TK-12	5,806,221	17.4	62.8	48.8	37.3	38.2	26.2

MSA-5

School	Grades	2024-25 Enrollment	2024-25 EL	2024-25 FRPM(%)	Academic Performance SBAC ELA Met/Exceeded[1]	Academic Performance SBAC Math Met/Exceeded[1]	Academic Performance (Socioeconomically Disadvantaged) SBAC ELA Met/Exceeded[2]	Academic Performance (Socioeconomically Disadvantaged) SBAC Math Met/Exceeded[2]
MSA-5[3]	**6-12**	**218**	**28.4%**	**83.5%**	**53.4%**	**49.2%**	**51.5%**	**44.4%**
Ingenium Charter Middle School	6-8	179	35.8	96.6	17.4	13.2	18.0	13.6
John A. Sutter Middle School	6-8	763	27.0	92.4	27.5	21.1	26.3	20.5
Canoga Park Middle School	6-8	579	21.8	91.7	27.4	15.4	25.7	14.7
Canoga Park High School	9-12	1,389	20.4	92.4	52.5	22.2	51.2	22.5
Grover Cleveland Charter High School	9-12	2,719	10.7	71.5	65.4	40.5	56.7	29.2
Reseda Charter High School	6-12	1,339	16.9	88.3	42.3	24.4	39.8	21.0
LAUSD	TK-12	516,685	19.5	82.0	46.5	36.8	40.9	31.2
State	TK-12	5,806,221	17.4	62.8	48.8	37.3	38.2	26.2

(1) Represents the percentage of students who met or exceeded standards on the State's 2024-25 Smarter Balanced Assessments in English Language Arts and mathematics.
(2) Represents the percentage of socioeconomically disadvantaged students who met or exceeded standards on the State's 2024-25 Smarter Balanced Assessments in English Language Arts and mathematics.
(3) Competing schools measured from the to be constructed MSA-5 Facility located at 7111 Winnetka Avenue, Winnetka, CA 91305. [To be discussed]

Source: The Lessee; California Department of Education.

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TABLE 17 (continued)
COMPETING SCHOOLS
2024-25

MSA-SD

		2024-25			Academic Performance		Academic Performance (Socioeconomically Disadvantaged)	
School	Grades	Enrollment	EL	FRPM(%)	SBAC ELA Met/Exceeded[1]	SBAC Math Met/Exceeded[1]	SBAC ELA Met/Exceeded[2]	SBAC Math Met/Exceeded[2]
MSA-SD	**6-8**	**464**	**2.6%**	**34.1%**	**72.4%**	**60.1%**	**60.5%**	**49.7%**
Lewis Middle	6-8	1,013	5.0	48.5	62.5	55.9	47.4	39.0
Wilson Middle School	6-8	712	25.4	95.6	32.6	13.4	31.7	13.3
Farb Middle School	6-8	443	2.9	67.7	57.4	35.8	54.6	32.3
Taft Middle School	6-8	410	11.2	65.6	40.3	24.9	33.3	20.0
Mann Middle School	6-8	680	34.9	94.1	28.4	16.5	27.4	15.4
Pershing Middle School	6-8	980	1.8	35.8	64.7	54.3	54.1	42.8
SDUSD	TK-12	113,787	16.6	60.1	56.2	45.3	42.6	30.3
State	TK-12	5,806,221	17.4	62.8	48.8	37.3	38.2	26.2

MSA-SA

		2024-25			Academic Performance		Academic Performance (Socioeconomically Disadvantaged)	
School	Grades	Enrollment	EL	FRPM(%)	SBAC ELA Met/Exceeded[1]	SBAC Math Met/Exceeded[1]	SBAC ELA Met/Exceeded[2]	SBAC Math Met/Exceeded[2]
MSA-SA	**TK-12**	**524**	**26.1%**	**79.8%**	**49.8%**	**42.1%**	**46.0%**	**38.8%**
Vista Heritage Global Academy	6-8	369	43.6	97.0	32.2	13.8	31.3	13.7
Fremont Elementary	TK-5	394	45.4	92.9	44.7	31.8	43.0	31.6
Samueli Academy	7-12	842	13.4	74.3	52.5	25.6	45.0	16.7
George Washington Carver Elementary	TK-5	429	53.6	93.2	31.1	23.1	30.5	22.8
Wilson Elementary	TK-5	422	53.6	92.9	36.7	31.6	37.4	31.5
Santiago Elementary	TK-8	906	23.1	76.8	39.0	26.6	33.8	22.6
Santa Ana Unified School District	TK-12	38,378	37.8	88.5	33.0	22.1	31.4	20.7
State	TK-12	5,806,221	17.4	62.8	48.8	37.3	38.2	26.2

(1) Represents the percentage of students who met or exceeded standards on the State's 2024-25 Smarter Balanced Assessments in English Language Arts and mathematics.
(2) Represents the percentage of socioeconomically disadvantaged students who met or exceeded standards on the State's 2024-25 Smarter Balanced Assessments in English Language Arts and mathematics.

Source: The Lessee; California Department of Education.

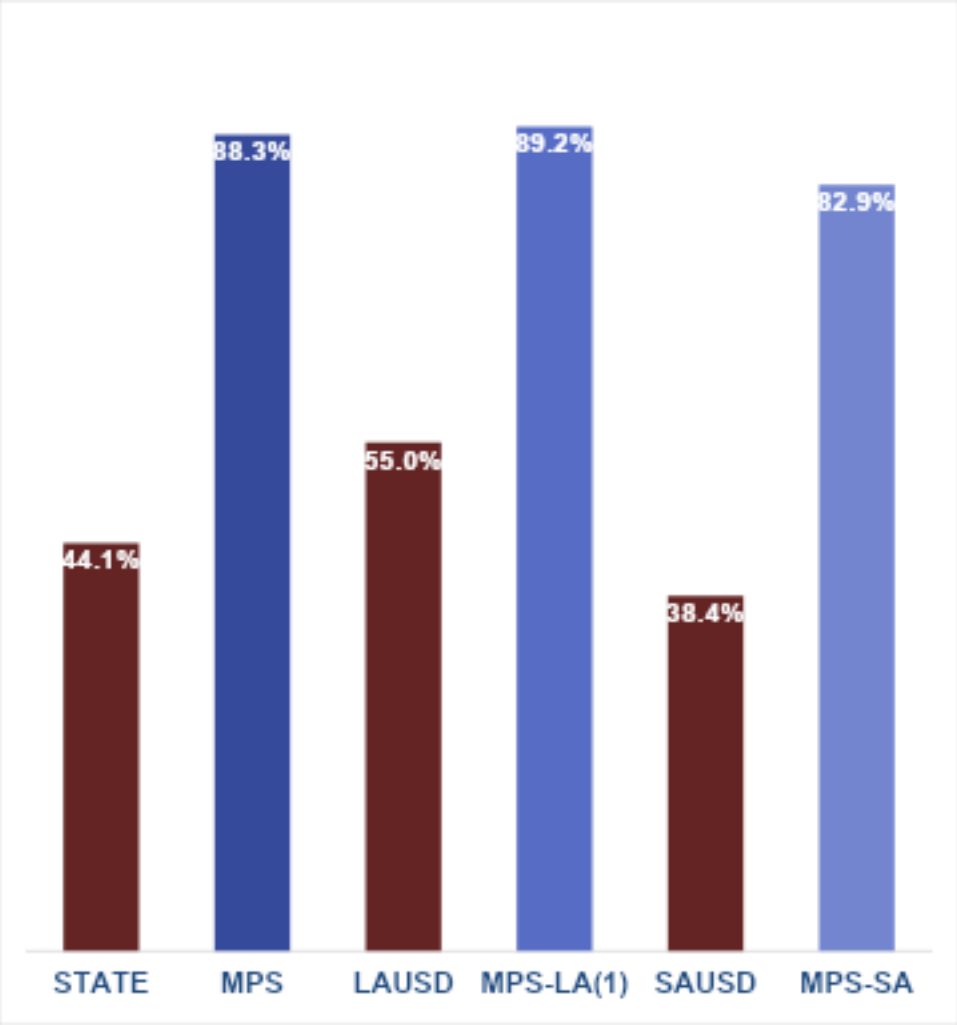
College Readiness and Outcomes

A-G Completion Rates. A-G courses are a series of high school classes that students are required to successfully complete in order to be eligible for admission to the California State University and University of California systems.

The following figure shows the percentage of 12th grade students who completed the A-G course requirements for entry to the University of California and California State University systems in the State, at the Magnolia Schools that serve grade twelve, LAUSD, Magnolia Schools that serve grade twelve in Los Angeles, SAUSD and MSA-SA.

FIGURE 8
PERCENT OF STUDENTS MEETING A-G COMPLETION COURSE REQUIREMENTS
2024-25

[Updated graphic to come]



(1) MPS-LA includes MSA-1, MSA-2, MSA-3, MSA-4 and MSA-5.
Source: The Lessee; California Department of Education.

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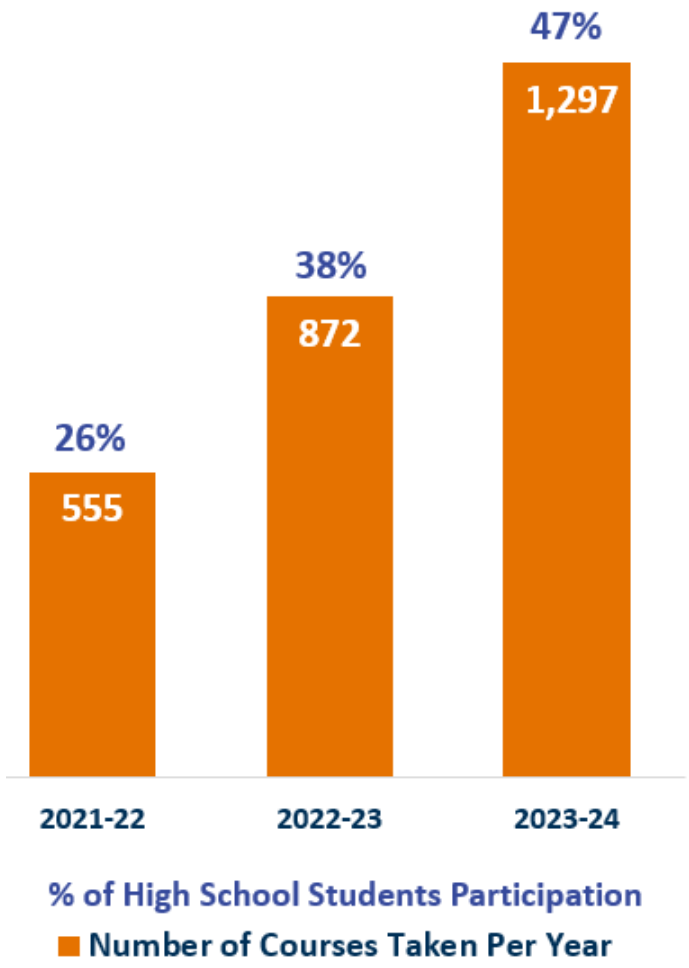
Dual Enrollment Participation. By integrating dual enrollment opportunities with colleges and universities, MERF created new pathways for students to earn college credits while still in high school. The following figure shows the percentage of students in all high school grades who participated in the dual enrollment courses and the number of courses taken per year during each of the last four years at Magnolia Schools.

FIGURE 9
DUAL ENROLLMENT PARTICIPATION
2021-22 through 2024-25
Magnolia Schools



[Updated graphic to come]

Source: The Lessee.

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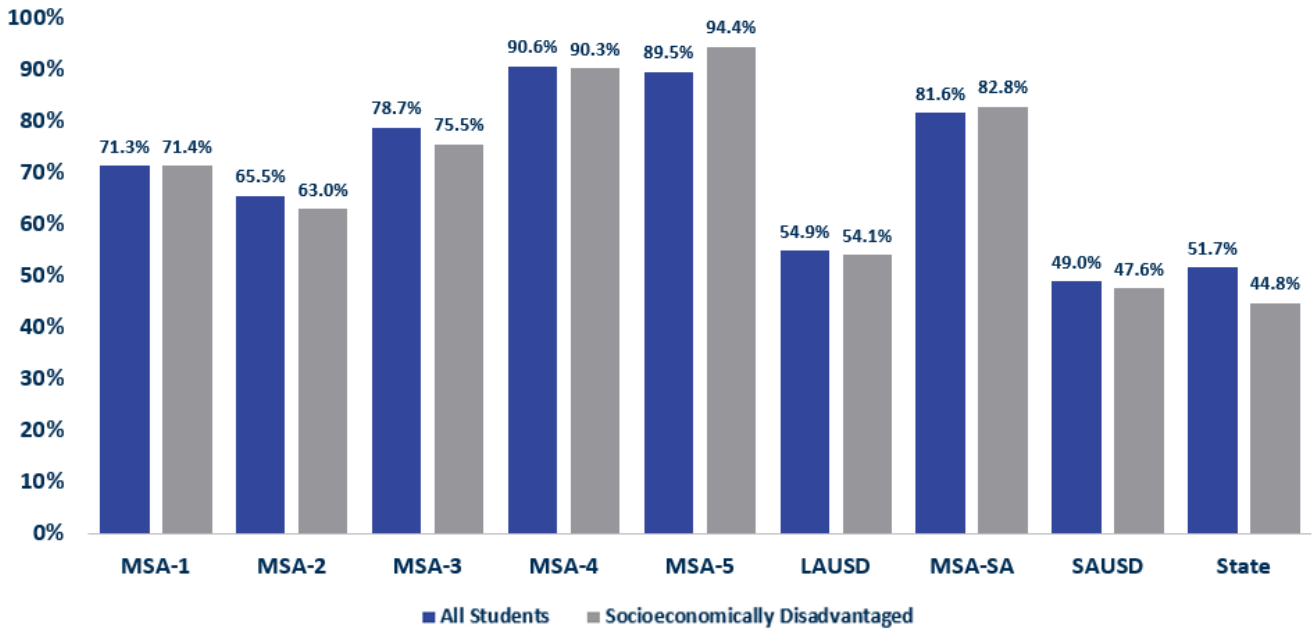
College/Career Indicator. The College/Career Indicator ("CCI") is an indicator on the Dashboard that is given to districts and schools that serve students in grade twelve receive. This indicator looks at how well local educational agencies and schools are preparing graduates for college and/or career. Graduates who meet specific CCI "prepared" criteria are included in the calculations of the CCI rate. Criteria for College Readiness and Career Readiness are summarized below.

College Readiness	Career Readiness
• Smarter Balanced Summative Assessments	• Leadership/Military Service
• Advanced Placement Exams	• Career Technical Education Pathway
• International Baccalaureate Exams	• Registered Pre-Apprenticeship
• College Credit Courses	• State and Federal Job Programs
• State Seal of Biliteracy	• Transition Classroom and Work-Based Learning Experiences
• UC/CSU Requirements (A-G)	

The CCI measures the percentage of grade 12 students that are considered prepared under the above criteria. While students may qualify as prepared under multiple criteria, they are only counted once. The following figure shows the 2025 percentage of grade 12 students who are considered prepared at the listed Magnolia Schools, LAUSD, SAUSD and the State.

FIGURE 10
2025 College/Career Indicator
Listed Magnolia Schools, LAUSD, SAUSD & the State



Source: The Lessee; California Department of Education.

College Acceptance & Post-Secondary Commitments. Magnolia Schools has a long history of preparing students for college and post-secondary opportunities. Students from the 2025 class have received acceptances to 4-year universities including the Stanford University, University of Southern California, University of California, Berkeley, California Institute of Technology, University of California, Los Angeles, University of California, San Diego, University of California, Santa Cruz, San Francisco State University, University of Washington, University of Arizona and California State Polytechnic University, Pomona. ***[Magnolia, please confirm these institutions are accurate for 2025]***

For 2025 graduates, [__]% of Magnolia Schools 12th grade students were accepted to a four-year college/university. The table below shows the known outcomes for Class of 2025 graduates at Magnolia Schools.

TABLE 18
Class of 2025 Post-Secondary Commitments
Magnolia Schools

Type of Institution	**# of Graduates Committed**
University of California System	22
California State University System	90
Community College	51
Privates, Trade, US Military	18
Total # of Graduates Committed	**181**
Total # of Graduates	258
Total % of Graduates Committed	**70%**

Source: The Lessee.

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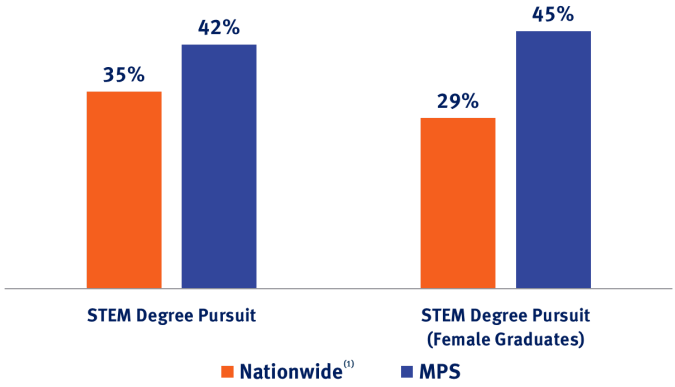
STEM Degree Attainment. Magnolia alumni are 22% more likely to graduate from a STEM field than their non-Magnolia peers. Female Magnolia alumni are 54% more likely to graduate from a STEM field than their non-Magnolia peers. ***[To be discussed: are these figures still accurate?]***

FIGURE 11
Percentage of Earned AA & BA Degrees in STEM Fields
Magnolia Schools



(1) Based on National Student Clearinghouse StudentTracker data pertaining to low-income schools.
Source: The Lessee.

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Budget Process and Policies

The Magnolia Schools' budgets are developed by school site principals and the organization-wide budget is prepared by the Chief Financial Officer. Development of Magnolia Schools and organizational wide budgets are supported by a back-office provider. All proposed budget information is collected along with a narrative explanation of the sources and uses of funds explaining material fluctuations and the first draft of the budget will be prepared. After appropriate revisions and a compilation of all Magnolia Schools' budgets by the back-office provider, a draft of school site budgets and the organizational wide budget are presented to the Chief Financial Officer for discussion, revision, and preliminary approval. The Chief Executive Officer is responsible for the final approval of all budgets. The final budget is then submitted by the Chief Financial Officer to the Board for adoption. It is the policy of MERF to adopt a final annual operating budget at least 60 days before the beginning of each fiscal year. Reclassifications of budgeted expense amounts may be made by the back-office provider, with approval from the Chief Financial Officer or his designee.

MERF maintains fiscal and governance policies to guide the Board and management in the fulfillment of their duties. The policies include governance of conflicts of interests, finances and budgeting, investments and reserves.

Historical Financial Results

The tables below present the audited statements of activities and changes in net assets for the Lessee for fiscal years 2020-21 through 2024-25.

TABLE 19
STATEMENT OF ACTIVITIES
2020-21 through 2024-25
The Lessee[1]

	2020-21	*2021-22*	*2022-23*	*2023-24*	*2024-25*
Enrollment	*3,870*	*3,708*	*3,586*	*3,715*	*3,811*
WITHOUT DONOR RESTRICTIONS					
Support and Revenues					
Local Control Funding Formula	$41,352,580	$42,193,195	$44,427,454	$50,201,138	$51,795,019
Federal Revenue	7,307,706	13,322,665	7,495,567	4,737,585	4,096,671
Other State Revenue	9,080,047	9,930,146	17,781,430	20,592,755	25,233,159
PPP Loan Forgiveness Revenue	5,461,600	--	--	--	--
Local Revenues	373,024	577,511	4,835,621	4,686,292	2,984,329
Interest Income	34,748	35,200	485,432	65,249	103,467
Fundraising Revenue	--	172,999	342,645	285,284	272,216
Total Support and Revenues	63,609,705	66,231,716	75,368,149	80,568,303	84,484,861
Expenses					
Program Services	33,869,275	44,379,556	48,959,750	53,688,373	59,873,948
Management and General	16,985,345	17,832,402	20,352,757	22,255,815	25,068,678
Total Expenses	50,854,620	62,211,958	69,312,507	75,944,188	84,942,626
Change in Net Assets	12,755,085	4,019,758	6,055,642	4,624,115	(457,765)
Net Assets, Beginning of Year	30,921,731	43,676,816	47,696,574	53,752,216	58,376,331
Net Assets, End of Year	43,676,816	47,696,574	53,752,216	58,376,331	57,918,566

[1] Represents results of all operations of the Lessee.
Sources: the Lessee; Audited Financial Reports for Fiscal Years 2020-21 through 2024-25.

[To be updated] Management Discussion & Analysis – Lessee – Statement of Activities. From 2019-20 to 2023-24 the Lessee has increased Total Support and Revenues by $29M (56.8%). The increase in Total Support and Revenues can primarily be attributed to increases in state funding and federal funding during and after the COVID-19 pandemic. The primary source of revenues has been state revenues (comprised of Local Control Funding Formula revenues and Other State Revenues), which has typically comprised 79% to 92% of Total Support and Revenues. In recent years, Federal Revenue comprised a larger percentage of Total Support and Revenues (peaking at 32% in 2021-22) as a result of federal COVID-19 related funding, however has subsided to 9% for 2023-24 and the Lessee projects Federal Revenues to stabilize at around 5% to 6% of Total Support and Revenues for 2024-25 and beyond. Since 2019-20, the Lessee has consistently produced positive operating results, with annual changes in net assets ranging from $2.8M to $12.7M, representing 5.5% to 20.1% of Total Support and Revenues.

Historical Statements of Financial Position

The following tables set forth the audited assets, liabilities and net assets of the Lessee as of June 30 of the years 2020 through 2025.

TABLE 20
STATEMENT OF FINANCIAL POSITION
2020-21 through 2024-25
The Lessee[1]

	2020-21	*2021-22*	*2022-23*	*2023-24*	*2024-25*
ASSETS					
CURRENT ASSETS					
Cash and Cash Equivalents	$22,858,187	$29,396,853	$41,517,716	$46,060,275	$42,476,923
Restricted Cash	--	--	--	--	2,000,000
Receivables	13,703,840	13,717,155	18,773,554	11,173,689	10,555,437
Prepaid Expenses	89,418	59,413	349,445	581,649	566,747
Total Current Assets	36,651,445	43,173,421	60,640,715	57,815,613	55,599,107
NON-CURRENT ASSETS					
Investments	--	--	--	--	11,613,448
Security Deposit	110,000	110,000	110,000	100,000	10,000
Other Assets	--	--	--	10,000	2,173,631
Restricted Cash	2,282,261	2,281,161	2,314,749	2,320,183	1,817,082
Property and Equipment	52,781,413	52,199,330	80,259,046	81,760,560	101,347,701
Operating Lease Right-of-use Asset	--	--	1,447,990	405,650	632,435
Finance Lease Right-of-use Asset	--	--	1,229,948	1,769,803	743,479
Total Non-Current Assets	55,173,674	54,590,491	85,361,733	86,366,196	118,337,776
Total Assets	91,825,119	97,763,912	146,002,448	144,181,809	173,936,883
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
Accounts Payable	4,756,639	6,235,358	12,393,549	10,508,635	8,560,678
Accrued Compensated Absences	498,038	637,430	473,788	485,766	495,020
Interest Payable	52,025	50,443	--	--	415,298
Refundable Advance	2,562,674	3,853,442	10,466,215	7,950,047	8,198,941
Current Portion of Notes Payable	104,583	109,583	114,583	122,107	8,210,363
Current Portion of Bonds Payable	685,000	720,000	760,000	800,000	--
Current Portion of Revolving Loan	237,272	242,040	--	--	--
Current Portion of Operating Lease Liability	--	--	429,321	407,642	175,064
Current Portion of Finance Lease Liability	--	--	292,752	313,018	341,658
Current Portion of Proposition Construction Loan	--	--	246,906	251,869	256,931
Total Current Liabilities	8,896,231	11,848,296	25,177,114	20,839,084	26,653,953
LONG-TERM LIABILITIES					
Notes Payable, Less Current Portion	3,883,751	3,774,168	31,624,377	29,147,666	17,167,394
Bonds Payable, Less Current Portion and Net of Unamortized Bond Issuance Costs	27,801,561	27,120,454	26,399,347	25,638,241	27,105,075

Revolving Loan, Less Current Portion	7,566,760	7,324,420	--	--	--
Grant Anticipation Notes Payable, Less Current Portion and Net of Unamortized Note Issuance Costs	--	--	--	--	29,257,982
Operating Lease Liability, Less Current Portion	--	--	1,018,229	652,296	480,094
Finance Lease Liability, Less Current Portion	--	--	953,651	728,275	429,260
Proposition Construction Loan, Less Current Portion	--	--	7,077,514	8,799,916	14,924,559
Total Long-Term Liabilities	39,252,072	38,219,042	67,073,118	64,966,394	89,364,364
Total Liabilities	48,148,303	50,067,338	92,250,232	85,805,478	116,018,317
NET ASSETS					
Without Donor Restrictions	43,676,816	47,696,574	53,752,216	58,376,331	57,918,566
Total Liabilities and Net Assets	91,825,119	97,763,912	146,002,448	144,181,809	173,936,883

(1) Represents financial position of the Lessee.
Sources: The Lessee; Audited Financial Reports for Fiscal Years 2020-21 through 2024-25.

[To be updated] Management Discussion & Analysis – Lessee – Statement of Financial Position. From 2019-20 to 2023-24 the Lessee has increased Cash and Cash Equivalents by $21.2M (85%). During the same period, Total Assets have grown by $57.8M (67%) while Total Liabilities have grown by $30.3M (54%), resulting in an increase in Net Assets Without Donor Restrictions of $27.5M (89%).

Central Office Expenses

The following table sets forth the Central Office expenses allocable to each School as of June 30 of the years 2021 through 2025.

TABLE 21
CENTRAL OFFICE EXPENSES
2020-21 through 2024-25
The Lessee

	2020-21	*2021-22*	*2022-23*	*2023-24*	*2024-25*
MSA-1	$877,985	$1,115,756	$1,349,943	$1,106,231	$1,106,231
MSA-2	795,674	989,917	1,349,943	1,106,231	1,106,231
MSA-3	877,985	775,955	970,272	795,103	495,103
MSA-4	37,648	20,388	194,054	172,849	172,849
MSA-5	478,071	203,881	253,114	207,418	207,418
MSA-6	37,648	20,388	278,426	172,849	172,849
MSA-7	438,993	353,998	253,114	553,115	253,115
MSA-8	877,985	775,955	970,272	795,103	795,103
MSA-SD	173,800	179,290	464,043	449,406	449,406
MSA-SA	795,674	1,062,147	717,157	1,106,231	553,116
Total	***5,391,463***	***5,497,675***	***6,800,338***	***6,464,536***	***5,311,421***

Sources: The Lessee; Audited Financial Reports for Fiscal Years 2020-21 through 2024-25.

COVID-19 Related Funding

As reflected in the foregoing tables, the Lessee has received a variety of grants and funding related to COVID-19 relief efforts. The Lessee has also received grant funds through the CARES Act Elementary and Secondary School Emergency Relief Fund (the "ESSER Fund"). The following table shows expenditures (actual and projected) of grants received through the ESSER Fund:

	2020-21	*2021-22*	*2022-23*	*2023-24*	*2024-25*
ESSER	$ 783,778	$ 328,355	$ --	$ --	$ --

ESSER II	18,609	4,129,389	638,325	--	--
ESSER III	--	4,601,553	4,164,957	2,523,531	319,399
Subtotal	802,387	9,059,297	4,803,282	2,523,531	319,399
Other COVID-19 funding	3,822,500	1,657,132	184,749	3,830	16,256
Total	4,624,887	10,716,429	4,988,031	2,527,361	335,655

Source: The Lessee; Audited Financial Reports for Fiscal Years 2020-21 through 2023-24.

Financial Statements

The audited financial statements of the Lessee for the fiscal year ended June 30, 2025 (the "2024-25 Audit") are set forth in "APPENDIX B – AUDITED FINANCIAL STATEMENTS OF LESSEE FOR THE FISCAL YEAR ENDED JUNE 30, 2025" attached to this Limited Offering Memorandum.

Eide Bailly LLP, the Lessee's auditor for the fiscal year ending June 30, 2025, has not been engaged to perform and has not performed, since the dates of the 2024-25 Audit, any procedures on the financial statements addressed in the 2024-25 Audit. Eide Bailly LLP also has not performed any procedures relating to this Limited Offering Memorandum.

Eide Bailly LLP is serving as the Lessee's auditor for the fiscal year ended June 30, 2026. Pursuant to the Continuing Disclosure Agreement (as defined in the forepart of this Limited Offering Memorandum), the Lessee will covenant to provide the audited financial statements of the Lessee and the Magnolia Schools to the EMMA website once they are finalized and available.

Retirement Systems

The Lessee participates in the California State Teachers Retirement System (STRS) and the California Public Employees Retirement System (PERS).

The information set forth below regarding the STRS and PERS programs, other than the information provided by MERF regarding its annual contributions thereto, has been obtained from publicly available sources which are believed to be reliable but are not guaranteed as to accuracy or completeness, and should not to be construed as a representation by either the MERF or the Underwriter

STRS. All full-time certificated employees, as well as certain classified employees, are members of the California State Teachers' Retirement System ("STRS"). STRS provides retirement, disability and survivor benefits to plan members and beneficiaries under a defined benefit program (the "STRS Defined Benefit Program"). The STRS Defined Benefit Program is funded through a combination of investment earnings and statutorily set contributions from three sources: employees, employers, and the State. Benefit provisions and contribution amounts are established by State statutes, as legislatively amended from time to time.

Prior to fiscal year 2014-15, and unlike typical defined benefit programs, none of the employee, employer nor State contribution rates to the STRS Defined Benefit Program varied annually to make up funding shortfalls or assess credits for actuarial surpluses. Previously, the combined employer, employee and State contributions to the STRS Defined Benefit Program have not been sufficient to pay actuarially required amounts. As a result, and due to significant investment losses, the unfunded actuarial liability of the STRS Defined Benefit Program increased significantly prior to the implementation of AB 1469 (defined below). In September 2013, STRS projected that the STRS Defined Benefit Program would be depleted in 31 years assuming existing contribution rates continued, and other significant actuarial assumptions were realized. In an effort to reduce the unfunded actuarial liability of the STRS Defined Benefit Program, the State passed the legislation described below to increase contribution rates.

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Prior to July 1, 2014, K-14 school districts were required by such statutes to contribute 8.25% of eligible salary expenditures, while participants contributed 8% of their respective salaries. On June 24, 2014, the Governor signed AB 1469 ("AB 1469") into law as a part of the State's fiscal year 2014-15 budget. AB 1469 seeks to fully fund the unfunded actuarial obligation with respect to service credited to members of the STRS Defined Benefit Program before July 1, 2014 (the "2014 Liability"), within 32 years, by increasing member, K-14 school district and State contributions to STRS. Commencing July 1, 2014, the employee contribution rate increased over a three-year phase-in period in accordance with the following schedule:

MEMBER CONTRIBUTION RATES
STRS (Defined Benefit Program)

Effective Date	STRS Members Hired Prior to January 1, 2013	STRS Members Hired After January 1, 2013
July 1, 2014	8.150%	8.150%
July 1, 2015	9.200	8.560
July 1, 2016	10.250	9.205

Source: AB 1469.

Pursuant to the Reform Act (defined below), the contribution rates for members ("PEPRA Members") hired after the Implementation Date (defined below) will be adjusted if the normal cost increases by more than 1% since the last time the member contribution was set. The contribution rate for employees ("Classic Members") hired before the Implementation Date (defined below) increased from 9.205% of creditable compensation for fiscal year commencing July 1, 2017 to 10.205% of creditable compensation effective July 1, 2018. For fiscal year commencing July 1, 2021, the contribution rate was 10.250% for Classic Members and 10.205% for PEPRA Members. For fiscal year commencing July 1, 2022, the contribution rate is 10.250% for Classic Members and 10.205% for PEPRA Members. For fiscal year commencing July 1, 2023, the contribution rate is 10.250% for Classic Members and 10.205% for PEPRA Members. For fiscal year commencing July 1, 2024, the contribution rate is 10.250% for Classic Members and 10.205% for PEPRA Members. For fiscal year commencing July 1, 2025, the contribution rate will be 10.250% for Classic Members and 10.205% for PEPRA Members.

Pursuant to AB 1469, K-14 school districts' contribution rate increased over a seven-year phase-in period in accordance with the following schedule:

K-14 SCHOOL DISTRICT CONTRIBUTION RATES
STRS (Defined Benefit Program)

Effective Date	K-14 school districts
July 1, 2014	8.88%
July 1, 2015	10.73
July 1, 2016	12.58
July 1, 2017	14.43
July 1, 2018	16.28
July 1, 2019	18.13
July 1, 2020	19.10

Source: AB 1469.

Based upon the recommendation from its actuary, for fiscal year 2021-22 and each fiscal year thereafter the STRS Teachers' Retirement Board (the "STRS Board"), is required to increase or decrease the K-14 school districts' contribution rate to reflect the contribution required to eliminate the remaining 2014 Liability by June 30, 2046; provided that the rate cannot change in any fiscal year by more than 1% of creditable compensation upon which members' contributions to the STRS Defined Benefit Program are based;

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and provided further that such contribution rate cannot exceed a maximum of 20.25%. In addition to the increased contribution rates discussed above, AB 1469 also requires the STRS Board to report to the State Legislature every five years (commencing with a report due on or before July 1, 2019) on the fiscal health of the STRS Defined Benefit Program and the unfunded actuarial obligation with respect to service credited to members of that program before July 1, 2014. The reports are also required to identify adjustments required in contribution rates for K-14 school districts and the State in order to eliminate the 2014 Liability.

On June 27, 2019, the Governor signed SB 90 ("SB 90") into law as a part of the 2019-20 Budget. Pursuant to SB 90, the State Legislature appropriated $2.246 billion to be transferred to the Teacher's Retirement Fund for the STRS Defined Benefit Program to pay in advance, on behalf of employers, part of the contributions required for fiscal years 2019-20 and 2020-21, resulting in K-14 school districts having to contribute 1.03% less in fiscal year 2019-20 and 0.70% less in fiscal year 2020-21, resulting in employer contribution rates of 17.1% in fiscal year 2019-20 and 18.4% in fiscal year 2020-21. In addition, the State made a contribution of $1.117 billion to be allocated to reduce the employer's share of the unfunded actuarial obligation determined by the STRS Board upon recommendation from its actuary. This additional payment was reflected in the June 30, 2020 actuarial valuation. Subsequently, the State's 2020-21 Budget redirected $2.3 billion previously appropriated to STRS and PERS pursuant to SB 90 for long-term unfunded liabilities to further reduce the employer contribution rates in fiscal year 2020-21 and 2021-22. As a result, the effective employer contribution rate was 16.15% in fiscal year 2020-21 and 16.92% in fiscal year 2021-22. The employer contribution rate was 19.1% in fiscal year 2022-23, 19.1% in fiscal year 2023-24, 19.1% in fiscal year 2024-25 and will be 19.1% in fiscal year 2025-26.

MERF's contributions to STRS were $3,480,813 in fiscal year 2021-22, $4,146,658 in fiscal year 2022-23, $4,466,557 in fiscal year 2023-24 and $[_____] in fiscal year 2024-25. MERF has budgeted $[_____] for its contribution to STRS for fiscal year 2025-26.

The State also contributes to STRS, currently in an amount equal to 8.328% for fiscal year 2024-25 and 8.328% for fiscal year 2025-26. The State's contribution reflects a base contribution rate of 2.017%, and a supplemental contribution rate that will vary from year to year based on statutory criteria. Based upon the recommendation from its actuary, for fiscal year 2017-18 and each fiscal year thereafter, the STRS Board is required, with certain limitations, to increase or decrease the State's contribution rates to reflect the contribution required to eliminate the unfunded actuarial accrued liability attributed to benefits in effect before July 1, 1990. However, the maximum increase or decrease in a given year is limited to 0.5% of payroll under the STRS valuation policy. Once the State has eliminated its share of the STRS' unfunded actuarial obligation, the State contribution will be immediately reduced to the base contribution rate of 2.017% of payroll.

In addition, the State is currently required to make an annual general fund contribution up to 2.5% of the fiscal year covered STRS member payroll to the Supplemental Benefit Protection Account (the "SBPA"), which was established by statute to provide supplemental payments to beneficiaries whose purchasing power has fallen below 85% of the purchasing power of their initial allowance.

PERS. Classified employees working four or more hours per day are members of the California Public Employees' Retirement System ("PERS"). PERS provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by the State statutes, as legislatively amended from time to time. PERS operates a number of retirement plans including the Public Employees Retirement Fund ("PERF"). PERF is a multiple-employer defined benefit retirement plan. In addition to the State, employer participants at June 30, 2024 included 1,600 public agencies and 1,336 K-14 school districts and charter schools. PERS acts as the common investment and administrative agent for the member agencies. The State and K-14 school districts (for "classified employees," which generally consist of school employees other than teachers) are required by law to participate in PERF. Employees participating in PERF generally become fully vested in their retirement benefits earned to date after five years of credited service. One of the plans operated by PERS is for K-14 school districts throughout the State (the "Schools Pool").

Contributions by employers to the Schools Pool are based upon an actuarial rate determined annually and contributions by plan members vary based upon their date of hire. Pursuant to SB 90, the State Legislature appropriated $904 million to the Schools Pool, including transfers in fiscal years 2019-20 and 2020-21 to the Public Employees Retirement Fund to pay, in advance on behalf of K-14 school district employers, part of the contributions required for K-14 school district employers for such fiscal years, as well as additional amounts to be applied toward certain unfunded liabilities for K-14 school district employers. In June 2020, SB 90 was amended by Assembly Bill 84/Senate Bill 111 ("AB 84"). Under AB 84, $144 million of the State contribution under SB 90 was deemed to satisfy a portion of the State's required contribution in fiscal year 2019-20, and the amounts previously allocated toward future liabilities were redirected such that, $430 million will satisfy a portion of the employer contribution rate in fiscal year 2020-21, and $330 million will satisfy a portion of the employer contribution rate in fiscal year 2021-22. As a result of the payments made by the State pursuant to SB 90, as amended by AB 84, the employer contribution rate was 19.721% for fiscal year 2019-20, 20.7% in fiscal year 2020-21, and 22.91% for fiscal year 2021-22. The employer contribution rate was 25.37% in fiscal year 2022-23, 26.68% in fiscal year 2023-24, 27.05% in fiscal year 2024-25, and will be 26.81% in fiscal year 2025-26. Classic Members contribute at a rate established by statute, which is 7% in fiscal year 2023-24, 7% in fiscal year 2024-25 and 7% in fiscal year 2025-26, while PEPRA Members contribute at an actuarially determined rate, which was 8% in both fiscal years 2023-24 and 2024-25. For the Schools Pool Actuarial Valuation as of June 30, 2024 (the "2024 PERS Actuarial Valuation"), the total normal cost did not change by more than 1% relative to the basis currently in effect, therefore the PEPRA Member contribution rate will remain 8% in fiscal year 2025-26. See "—California Public Employees' Pension Reform Act of 2013" herein.

MERF's contributions to PERS were $1,145,131 in fiscal year 2021-22, $1,571,974 in fiscal year 2022-23 and $1,809,191 in fiscal year 2023-24 and $[_____] in 2024-25. MERF has budgeted $[_____] for its contribution to PERS for fiscal year 2025-26.

State Pension Trusts. Each of STRS and PERS issues a separate comprehensive financial report that includes financial statements and required supplemental information. Copies of such financial reports may be obtained from each of STRS and PERS as follows: (i) STRS, P.O. Box 15275, Sacramento, California 95851-0275; (ii) PERS, P.O. Box 942703, Sacramento, California 94229-2703. Moreover, each of STRS and PERS maintains a website, as follows: (i) STRS: www.calstrs.com; (ii) PERS: www.calpers.ca.gov. However, the information presented in such financial reports or on such websites is not incorporated into this Official Statement by any reference.

Both STRS and PERS have substantial statewide unfunded liabilities. The amount of these unfunded liabilities will vary depending on actuarial assumptions, returns on investments, salary scales and participant contributions. The following table summarizes information regarding the actuarially-determined accrued liability for both STRS and PERS. Actuarial assessments are "forward-looking" information that reflect the judgment of the fiduciaries of the pension plans, and are based upon a variety of assumptions, one or more of which may not materialize or be changed in the future. Actuarial assessments will change with the future experience of the pension plans.

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FUNDED STATUS
STRS (Defined Benefit Program) and PERS (Schools Pool)
(Dollar Amounts in Millions)[1]
Fiscal Years 2012-13 through 2023-24

STRS

Fiscal Year	Accrued Liability	Value of Trust Assets (MVA)[2]	Unfunded Liability (MVA)[2]	Value of Trust Assets (AVA)[3]	Unfunded Liability (AVA)[3]
2012-13	$222,281	$157,176	$74,374	$148,614	$73,667
2013-14	231,213	179,749	61,807	158,495	72,718
2014-15	241,753	180,633	72,626	165,553	76,200
2015-16	266,704	177,914	101,586	169,976	96,728
2016-17	286,950	197,718	103,468	179,689	107,261
2017-18	297,603	211,367	101,992	190,451	107,152
2018-19	310,719	225,466	102,636	205,016	105,703
2019-20	322,127	233,253	107,999	216,252	105,875
2020-21	332,082	292,980	60,136	242,363	89,719
2021-22	346,089	283,340	85,803	257,537	88,552
2022-23	359,741	299,148	85,571	273,155	86,586
2023-24	380,507	321,910	85,532	291,838	88,669

PERS

Fiscal Year	Accrued Liability	Value of Trust Assets (MVA)	Unfunded Liability (MVA)	Value of Trust Assets (AVA)[3]	Unfunded Liability (AVA)[3]
2012-13	$61,487	$49,482	$12,005	$56,250	$5,237
2013-14	65,600	56,838	8,761	--[4]	--[4]
2014-15	73,325	56,814	16,511	--[4]	--[4]
2015-16	77,544	55,785	21,759	--[4]	--[4]
2016-17	84,416	60,865	23,551	--[4]	--[4]
2017-18	92,071	64,846	27,225	--[4]	--[4]
2018-19[5]	99,528	68,177	31,351	--[4]	--[4]
2019-20[6]	104,062	71,400	32,662	--[4]	--[4]
2020-21	110,507	86,519	23,988	--[4]	--[4]
2021-22	116,982	79,386	37,596	--[4]	--[4]
2022-23	124,924	84,292	40,632	--[4]	--[4]
2023-24[7]	133,978	93,187	40,791	--[4]	--[4]

(1) Amounts may not add due to rounding.

(2) Reflects market value of assets, including the assets allocated to the SBPA reserve. Since the benefits provided through the SBPA are not a part of the projected benefits included in the actuarial valuations summarized above, the SBPA reserve is subtracted from the STRS Defined Benefit Program assets to arrive at the value of assets available to support benefits included in the respective actuarial valuations.

(3) Reflects actuarial value of assets.

(4) Effective for the June 30, 2014 actuarial valuation, PERS no longer uses an actuarial value of assets.

(5) For the fiscal year 2020-21 actuarially determined contribution, the additional $430 million State contribution made pursuant to AB 84 did not directly impact the actuarially determined contribution as it was not yet in the Schools Pool by the June 30, 2019 actuarial valuation date. The additional State contribution was treated as an advance payment toward the unfunded accrued liability contribution with required employer contribution rate correspondingly reduced.

(6) For the fiscal year 2021-22 actuarially required contribution, the impact of the additional $330 million State contribution made pursuant to AB 84 is directly reflected in the actuarially determined contribution, because the additional payment was in the Schools Pool as of the June 30, 2020 actuarial valuation date, which served to reduce the required employer contribution rate by 2.16% of payroll.

(7) On April 14, 2025, the PERS Board (defined below) approved the K-14 school district contribution rate for fiscal year 2025-26 and released certain actuarial information to be incorporated into the 2024 PERS Actuarial Valuation to be released in the latter half of 2025.

Source: PERS Schools Pool Actuarial Valuation; STRS Defined Benefit Program Actuarial Valuation.

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The STRS Board has sole authority to determine the actuarial assumptions and methods used for the valuation of the STRS Defined Benefit Program. Based on the multi-year CalSTRS Experience Analysis (spanning from July 1, 2010, through June 30, 2015) (the "2017 Experience Analysis"), on February 1, 2017, the STRS Board adopted a new set of actuarial assumptions that reflect member's increasing life expectancies and current economic trends. These new assumptions were first reflected in the STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2016 (the "2016 STRS Actuarial Valuation"). The new actuarial assumptions include, but are not limited to: (i) adopting a generational mortality methodology to reflect past improvements in life expectancies and provide a more dynamic assessment of future life spans, (ii) decreasing the investment rate of return (net of investment and administrative expenses) to 7.25% for the 2016 STRS Actuarial Valuation and 7.00% for the June 30, 2017 actuarial evaluation, and (iii) decreasing the projected wage growth to 3.50% and the projected inflation rate to 2.75%.

Based on the multi-year CalSTRS Experience Analysis (spanning from July 1, 2007, through June 30, 2022) (the "2024 Experience Analysis"), on January 10, 2024, the STRS Board adopted a new set of actuarial assumptions that will be first reflected in the STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2023. The payroll growth assumption was decreased to 3.25% from 3.50% due to the projected need for fewer teachers due to projected declining enrollment in the State over the next 20 years, while the following actuarial assumptions remained unchanged since the CalSTRS Experience Analysis (spanning July 1, 2015 through July 1, 2018) (the "2020 Experience Analysis"): long-term investment return (7.0%), (ii) price inflation (2.75%), and (iii) wage growth (3.50%). Certain demographic assumptions were also updated, including changing the assumed life expectancy of STRS retirees to more closely reflect recent trends. The 2024 STRS Actuarial Valuation (defined below) continues using the Entry Age Normal Actuarial Cost Method.

The STRS Defined Benefit Program Actuarial Valuation, as of June 30, 2024 (the "2024 STRS Actuarial Valuation") reports that, based on an actuarial value of assets, the unfunded actuarial obligation increased by approximately $2.1 billion since the 2023 STRS Actuarial Valuation and the funded ratio increased by 0.8% to 76.7% over such time period. This increase in unfunded actuarial obligation was primarily due to salary increases that exceeded those assumed in the valuation, which resulted in a larger-than expected increase in the actuarial obligation. The funded ratio continued to increase primarily due to the required contributions made by employers and the State in fiscal year 2023-24 to eliminate their share of the unfunded actuarial obligation by 2046. The STRS Board has no authority to adjust rates to pay down the portion of the unfunded actuarial obligation related to service accrued on or after July 1, 2014 for member benefits adopted after 1990 (the "Unallocated UAO"). There was a decrease in the surplus (a negative unfunded actuarial obligation) for the Unallocated UAO from $356 million as of June 30, 2023 to $140 million as of June 30, 2024.

According to the 2024 STRS Actuarial Valuation, the future revenues from contributions and appropriations for the STRS Defined Benefit Program are projected to be approximately sufficient to finance its obligations with a projected ending funded ratio in fiscal year ending June 30, 2043 of 100.7%. This finding assumes adjustments to contribution rates in line with the funding plan and STRS Board policies, the future recognition of the currently deferred asset gains, and is based on the valuation assumptions and valuation policy adopted by the STRS Board, including a 7.00% investment rate of return assumption.

On November 13, 2025, STRS released its 2025 Review of Funding Levels and Risks (the "STRS 2025 Review of Funding Levels and Risks"), which is based on the 2024 STRS Actuarial Valuation. The STRS 2025 Review of Funding Levels and Risks notes that funding projections have improved slightly since the completion of the June 30, 2023 actuarial valuation that was presented to the STRS Board in May 2025 in part due to the investment return earned by STRS in fiscal year 2024-25. Full funding is now projected to occur in 2043, three years ahead of schedule.

The key results and findings noted in the STRS 2024 Review of Funding Levels and Risks were that (i) current contribution rates for the State and employers are still projected to be sufficient to allow both the

state and employers to eliminate their share of the STRS unfunded actuarial obligation by 2046 and contribution rate increases are not expected to be needed for fiscal year 2026–27, (ii) the state remains well ahead of schedule to eliminate its share of the STRS unfunded actuarial obligation (currently projected to be eliminated in 2027) and the State's share of the unfunded actuarial obligation could quickly increase if STRS were to experience a year in which the investment return is significantly below the assumed rate of return, (iii) the largest risk facing STRS' ability to reach full funding remains investment-related risk, especially considering the STRS Defined Benefit Program continues to mature, which will increase the system's sensitivity to investment experience, (iv) the risk that a negative investment return might impact STRS' ability to reach full funding is expected to increase once the state fully eliminates its share of STRS' unfunded actuarial obligation because of a trigger that will require the state contribution rate to immediately drop to 2.017%, potentially limiting STRS' ability to react to changing conditions because, once this occurs, the STRS Board would only be able to raise the State contribution rate by 0.5% each year, taking 12 years to simply return to the State contribution rate in place in the prior fiscal year, potentially resulting in a situation where the State can no longer eliminate its share of the unfunded liability by 2046, and (v) STRS' ability to reach full funding is dependent on meeting its current actuarial assumptions over the long term and uncertain investment markets and a potential decline in the number of teachers could put pressure on STRS' ability to meet some of its long-term actuarial assumptions and impact its ability to reach full funding.

The STRS 2025 Review of Funding Levels and Risks notes highlighted risks associated with longevity, the size of active membership and investments. STRS performs an in-depth study of mortality every four years as part of the experience analysis. The most recent analysis was completed in January 2024, at which time the STRS Board adopted new mortality assumptions. The STRS 2025 review of Funding Levels and Risks notes that, overall, STRS experienced greater mortality than projected under the previous assumptions. The analysis included data that was impacted by the COVID-19 pandemic, and it remains uncertain whether the COVID-19 virus will continue to impact mortality levels over the long term. The STRS Board adopted mortality rates that were slightly lower than what the data indicated, essentially not fully reflecting the impact of the pandemic. Regardless, the assumptions adopted did result in a slight decrease in life expectancy compared with the previous assumptions. To mitigate longevity risk, STRS uses a technique known as generational mortality. This technique anticipates future improvements in life expectancy in the funding of the system, recognizing potential improvements in mortality ahead of time.

In January 2024, the STRS Board adopted a change to the rate at which the payroll is assumed to increase, from 3.5% per year down to 3.25% per year. With this change, STRS now assumes that the population of active teachers will decline slowly over time. This assumption is key in determining contribution rates and whether the funding plan will successfully eliminate the current unfunded actuarial obligation by 2046 since STRS collects contributions as a percentage of payroll. If the active membership declines faster than anticipated and the payroll fails to grow as assumed, STRS' ability to make progress toward full funding could be at risk. Retirements from active teachers are expected to increase significantly over the next 10 years. Although an increase in retirements does not necessarily impact long-term funding, if schools do not replace the teachers who retire in the future, that could result in a reduction in the overall number of teachers and impact STRS' ability to reach full funding by 2046. With the anticipated decline in the number of children enrolled in K–12 public schools, the risk that the number of teachers may go down in the future is real and was one of the considerations when the STRS Board lowered the payroll growth assumption in January 2024.

After being fairly steady between 2010 and 2020, California experienced a significant decline in enrollment in both K–12 public schools and community colleges starting in 2020–21. Total enrollment in K–12 public schools in California dropped by approximately 310,000, or a 5% reduction, between 2019–20 and 2022–23. At the same time, the number of students enrolled at community colleges dropped by 310,000, or a 20% reduction, between the fall of 2019 and the fall of 2021. Since then, enrollment has rebounded by almost 200,000 from the fall of 2021 to the fall of 2024. Still, enrollment in community colleges is down more than 7%, or about 115,000, since 2019. In November 2024, the State updated its projection of K–12 enrollments. The updated projection assumes the number of children enrolled in K–12 public schools will continue to decline for the next 20 years. The most recent projection anticipates a decline of approximately

10% over the next 10 years and approximately 16% over the next 20 years. If the anticipated reduction in enrollment results in a need for fewer teachers in California, it would impact the number of active teachers who participate in the STRS Defined Benefit Program and ultimately the growth in payroll. The situation could intensify if school districts were to face budget issues and rely either on layoffs or hiring freezes, leaving positions vacant as teachers leave or retire to reduce budget pressure. One countervailing force that could potentially offset some of the factors listed above would be reductions in class sizes.

The STRS 2025 Review of Funding Levels and Risks notes that investment volatility and the risk that STRS may not be able to meet its assumed investment return over the long-term remains the greatest risk facing STRS today. The combination of a maturing system and the decreasing timeframe of the funding plan only serves to increase this risk. STRS 2024 Review of Funding Levels and Risks notes that (i) when investment returns are below expectations, the unfunded actuarial obligation increases, requiring additional contributions to bridge the gap; however, the funding plan provides the STRS Board limited authority to increase contribution rates for both the state and employers through 2046 for this purpose; (ii) the State bears the greatest risk when it comes to investment volatility due to rules set in the funding plan that allocate the largest share of the assets to the State which results in its share of the unfunded actuarial obligation being the most sensitive to investment volatility; (iii) the specific restrictions the funding plan places on contribution rate increases for both the State and employers limit STRS' ability to respond to investment volatility, and (iv) since the funding plan expires in 2046, after which the STRS Board's authority to adjust contribution rates terminates, the time period over which to fund an existing and new unfunded actuarial obligation is declining each year.

On July 30, 2025, STRS reported a net return on investments of 8.5% for fiscal year 2024-25, ending with the total fund value of $367.7 billion as of June 30, 2025. The 2024-25 return keeps STRS on track long term, as the 5-,10-, 20-, and 30-year returns, including the 9.4% 5-year return, all surpass the actuarial assumption of 7.0%, despite inflation, rising interest rates and geopolitical uncertainty. In its news release reporting the fiscal year 2024-25 investment return, STRS noted that it is ahead of schedule in reaching full funding by 2046.

In recent years, the PERS Board of Administration (the "PERS Board") has taken several steps, as described below, intended to reduce the amount of the unfunded accrued actuarial liability of its plans, including the Schools Pool.

On March 14, 2012, the PERS Board voted to lower the PERS' rate of expected price inflation and its investment rate of return (net of administrative expenses) (the "PERS Discount Rate") from 7.75% to 7.5%. On February 18, 2014, the PERS Board voted to keep the PERS Discount Rate unchanged at 7.5%. On November 17, 2015, the PERS Board approved a new funding risk mitigation policy to incrementally lower the PERS Discount Rate by establishing a mechanism whereby such rate is reduced by a minimum of 0.05% to a maximum of 0.25% in years when investment returns outperform the existing PERS Discount Rate by at least four percentage points (revised to two percentage points in 2017). On December 21, 2016, the PERS Board voted to lower the PERS Discount Rate to 7.0% over a three year phase-in period in accordance with the following schedule: 7.375% for the June 30, 2017 actuarial valuation, 7.25% for the June 30, 2018 actuarial valuation and 7.00% for the June 30, 2019 actuarial valuation. The new discount rate went into effect July 1, 2017 for the State and July 1, 2018 for K-14 school districts and other public agencies. Lowering the PERS Discount Rate means employers that contract with PERS to administer their pension plans will see increases in their normal costs and unfunded actuarial liabilities. Active members hired after January 1, 2013, under the Reform Act (defined below) will also see their contribution rates rise. The PERS Funding Risk Mitigation Policy recently triggered an automatic decrease of 0.2% in the PERS Discount Rate due to the investment return in fiscal year 2020-21, lowering such rate to 6.8%. On April 15, 2024, the PERS Board removed the automatic mechanism to reduce the discount rate and added a provision to the Funding Risk Mitigation Policy to bring an agenda item to the PERS Board for discussion if a funding risk mitigation event occurs.

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On April 17, 2013, the PERS Board approved new actuarial policies aimed at returning PERS to fully-funded status within 30 years. The policies included a rate smoothing method with a 30-year fixed amortization period for gains and losses, a five-year increase of public agency contribution rates, including the contribution rate at the onset of such amortization period, and a five year reduction of public agency contribution rates at the end of such amortization period. The new actuarial policies were first included in the June 30, 2014 actuarial valuation and were implemented with respect the State, K-14 school districts and all other public agencies in fiscal year 2015-16.

Also, on February 20, 2014, the PERS Board approved new demographic assumptions reflecting (i) expected longer life spans of public agency employees and related increases in costs for the PERS system and (ii) trends of higher rates of retirement for certain public agency employee classes, including police officers and firefighters. The new actuarial assumptions were first reflected in the Schools Pool in the June 30, 2015 actuarial valuation. The increase in liability due to the new assumptions will be amortized over 20 years with increases phased in over five years, beginning with the contribution requirement for fiscal year 2016-17. The new demographic assumptions affect the State, K-14 school districts and all other public agencies.

On February 14, 2018, the PERS Board approved a new actuarial amortization policy with an effective date for actuarial valuations beginning on or after June 30, 2019, which includes (i) shortening the period over which actuarial gains and losses are amortized from 30 years to 20 years, (ii) requiring that amortization payments for all unfunded accrued liability bases established after the effective date be computed to remain a level dollar amount throughout the amortization period, (iii) removing the 5-year ramp-up and ramp-down on unfunded accrued liability bases attributable to assumptions changes and non-investment gains/losses established on or after the effective date and (iv) removing the 5-year ramp-down on investment gains/losses established after the effective date. While PERS expects that reducing the amortization period for certain sources of unfunded liability will increase future average funding ratios, provide faster recovery of funded status following market downturns, decrease expected cumulative contributions, and mitigate concerns over intergenerational equity, such changes may result in increases in future employer contribution rates.

The PERS Board is required to undertake an experience study every four years under its Actuarial Assumptions Policy and State law. As a result of the most recent experience study, on November 17, 2021 (the "2021 Experience Study"), the PERS Board approved new actuarial assumptions, including (i) lowering the inflation rate to 2.30% per year, (ii) increasing the assumed real wage inflation assumption to 0.5%, which results in a total wage inflation of 2.80%, (iii) increasing the payroll growth rate to 2.80%, and (iv) certain changes to demographic assumptions relating to modifications to the mortality rates, retirement rates, and disability rates (both work and non-work related), and rates of salary increases due to seniority and promotion. These actuarial assumptions were incorporated into the actuarial valuation for fiscal year ending June 30, 2021 and first impacted contribution rates for school districts in fiscal year 2022-23. Based on the timing of the study, the member data used in the analysis, which runs through June 30, 2019, does not include the impacts of COVID-19. Preliminary analysis of the system experience since the beginning of the pandemic has shown demographic experience (e.g. retirements, deaths, etc.) did differ from the current actuarial assumptions in some areas, which will be more precisely quantified in future actuarial valuations.

On November 15, 2021, the PERS Board selected a new asset allocation mix through its periodic Asset Liability Management Study that will guide the fund's investment portfolio for the next four years, retained the current 6.8% discount rate and approved adding 5% leverage to increase diversification. The new asset allocation took effect July 1, 2022 and impacted contribution rates for employers and PEPRA employees beginning in fiscal year 2022-23.

In November 2024, PERS released its 2024 Annual Review of Funding Levels and Risk (the "2024 PERS Funding Levels and Risk Report"), which provided a summary of the current funding levels of the system, the near-term outlook for required contributions and risks faced by the system in the near and long-term. The 2024 PERS Funding Levels and Risk Report notes that over the next several years there is the potential for various factors to either further increase required contributions or add additional financial strain

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on employers and their ability to make required contributions, including inflation and near-term economic turmoil. The 2024 PERS Funding Levels and Risk Report notes that over the last few years, price inflation has been significantly higher than the PERS long-term assumption of 2.3%, which can affect liability measures and investment returns in several ways and which can be difficult to quantify. The most direct impact of high inflation is that retirees can receive higher than expected cost-of-living adjustments and active employees can receive higher than expected salary increases, which could increase actuarial losses in the future. The 2024 PERS Funding Levels and Risk report concludes that, as of June 30, 2023, the PERS Retirement System had experienced a couple of years of investment returns below the expected return of 6.8%, and actuarial losses primarily due to high inflation which resulted in unexpected cost of living adjustments for retires and higher than expected member pay increases, which resulted in increased employer contributions along with further increases forecasted for the near future. Despite the strong investment return for the fiscal year ending June 30, 2024, the 2024 PERS Funding Levels and Risk Report notes that employer contributions are currently at relatively high levels due to large amounts of unfunded accrued liability and uncertainty within the economy suggests possible economic turmoil in the near future. The 2024 PERS Funding Levels and Risk Report concludes that the ability of employers to continue making required contributions to the system is the area of greatest concern.

On April 14, 2025, the PERS Board established the employer contribution rates for fiscal year 2025-26 and released information from the 2024 PERS Actuarial Valuation, ahead of its release date in the latter half of 2025. From June 30, 2023 to June 30, 2024, the funded status of the Schools Pool increased by 2.1% (from 67.5% to 69.6%) and the unfunded accrued liability increased by approximately $0.2 billion. The chief drivers of improvement were incoming contributions and investment return greater than expected, which were partially offset by greater-than-expected salary increases. Based on the June 30, 2024 assets as described in PERS Annual Comprehensive Financial Report, the money weighted investment return for fiscal year 2023-24 was 9.5%, generating an actuarial investment gain of $2.2 billion, which will be amortized over 20 years with a five-year ramp, decreasing the employer contribution rate in fiscal year 2025-26 by 0.23% of pay. Due to the 5-year ramp, this impact will escalate each year until it reaches an estimated reduction of 1.05% of pay in fiscal year 2029-30. Non-investment experience during fiscal year 2023-24, which includes both demographic experience and economic experience other than from investments, produced an actuarial loss of $2.8 billion, which will be amortized over 20 years, increasing the employer contribution rate by 1.12% in fiscal year 2025-26. Combined with a 0.21% decrease of the employer normal cost rate, the net effect of non-investment experience is an increase of 0.91% in the employer rate. The most significant source of non-investment experience was salary increase for active members, which generated an actuarial experience loss. The average salary increase was 9.7% for members actively employed during the entire year ending June 30, 2024. Total payroll in fiscal year 2023-24 increased by 12.6% over the prior year, compared with 2.8% expected. This change, driven by a combination of active headcount growth and salary increases, served to reduce the employer contribution rate for fiscal year 2025-26 by 1.58% of pay as the dollar amount of the unfunded liability contribution is divided by a larger payroll number.

Assuming all actuarial assumptions are realized, including an assumed investment return of 6.80%, and no changes to assumptions, methods or benefits will occur during the projection period, along with the expected reductions in normal cost due to the continuing transition of active members from Classic Members to PEPRA Members, the projected contribution rate for fiscal year 2026-27 is 26.9%, 27.8% in fiscal year 2027-28, 27.4% in fiscal year 2028-29, 27.0% in fiscal year 2029-30, and 26.2% in fiscal year 2030-31. The actual investment return for fiscal year 2024-25 was not known at the time these projections were made. The projections above assume the investment return for that year will be 6.8%. If the actual investment return differs from 6.80%, the actual contribution requirements for the projected years will differ from those shown above.

On July 14, 2025, PERS reported a preliminary net return on investment of 11.6% for PERF for the 12-month period ending June 30, 2025, bringing the PERF total assets under management to approximately $556.2 billion. Preliminary total fund annualized returns for the five-year period ending June 30, 2025, stood at 8%; the 10-year period at 7.1%; the 20-year period at 6.7%; and the 30-year period at 7.6%. The ending

value of the PERF for fiscal year 2024-25 will be based on additional factors beyond investment returns, including employer and employee contributions, monthly payments to retirees, and various investment fees. PERS will review the portfolio's performance in the subsequent few months to determine the final fiscal year returns for 2024-25. Once finalized, the fiscal year-end market value of PERS' assets is used to set contribution rates for the State and school districts in the 2026-27 fiscal year.

MERF can make no representations regarding the future program liabilities of STRS, or whether MERF will be required to make additional contributions to STRS in the future above those amounts required under AB 1469. MERF can also provide no assurances that MERF's required contributions to PERS will not increase in the future.

California Public Employees' Pension Reform Act of 2013. On September 12, 2012, the Governor signed into law the California Public Employees' Pension Reform Act of 2013 (the "Reform Act"), which makes changes to both STRS and PERS, most substantially affecting new employees hired after January 1, 2013 (the "Implementation Date"). For PEPRA Members, the Reform Act changes the normal retirement age by increasing the eligibility for the 2% age factor (the age factor is the percent of final compensation to which an employee is entitled for each year of service) from age 60 to 62 and increasing the eligibility of the maximum age factor of 2.4% from age 63 to 65. Similarly, for non-safety PERS participants hired after the Implementation Date, the Reform Act changes the normal retirement age by increasing the eligibility for the 2% age factor from age 55 to 62 and increases the eligibility requirement for the maximum age factor of 2.5% to age 67. Among the other changes to PERS and STRS, the Reform Act also: (i) requires all new participants enrolled in PERS and STRS after the Implementation Date to contribute at least 50% of the total annual normal cost of their pension benefit each year as determined by an actuary, (ii) requires STRS and PERS to determine the final compensation amount for employees based upon the highest annual compensation earnable averaged over a consecutive 36-month period as the basis for calculating retirement benefits for new participants enrolled after the Implementation Date (previously 12 months for STRS members who retire with 25 years of service), and (iii) caps "pensionable compensation" for new participants enrolled after the Implementation Date at 100% of the federal Social Security contribution (to be adjusted annually based on changes to the Consumer Price Index for all Urban Consumers) and benefit base for members participating in Social Security or 120% for members not participating in social security (to be adjusted annually based on changes to the Consumer Price Index for all Urban Consumers), while excluding previously allowed forms of compensation under the formula such as payments for unused vacation, annual leave, personal leave, sick leave, or compensatory time off.

GASB Statement Nos. 67 and 68. On June 25, 2012, GASB approved Statements Nos. 67 and 68 ("Statements") with respect to pension accounting and financial reporting standards for state and local governments and pension plans. The new Statements, No. 67 and No. 68, replace GASB Statement No. 27 and most of Statements No. 25 and No. 50. The changes impact the accounting treatment of pension plans in which state and local governments participate. Major changes include: (1) the inclusion of unfunded pension liabilities on the government's balance sheet (previously, such unfunded liabilities are typically included as notes to the government's financial statements); (2) more components of full pension costs being shown as expenses regardless of actual contribution levels; (3) lower actuarial discount rates being required to be used for underfunded plans in certain cases for purposes of the financial statements; (4) closed amortization periods for unfunded liabilities being required to be used for certain purposes of the financial statements; and (5) the difference between expected and actual investment returns being recognized over a closed five-year smoothing period. In addition, according to GASB, Statement No. 68 means that, for pensions within the scope of the Statement, a cost-sharing employer that does not have a special funding situation is required to recognize a net pension liability, deferred outflows of resources, deferred inflows of resources related to pensions and pension expense based on its proportionate share of the net pension liability for benefits provided through the pension plan. Because the accounting standards do not require changes in funding policies, the full extent of the effect of the new standards on MERF is not known at this time. The reporting requirements for pension plans took effect for the fiscal year beginning July 1, 2013 and the reporting requirements for government employers, including MERF, took effect for the fiscal year beginning July 1, 2014.

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Facility Leases and Use Agreements

The Lessee leases various facilities for its operations. See "THE PROJECT" in the forepart of this Limited Offering Memorandum. The Magnolia Schools operate at their respective sites pursuant to the property interests listed below.

TABLE 22
SUMMARY OF FACILITY LEASES AND USE AGREEMENTS
Magnolia Schools

School Name	*Type*	*Term Expiration Date*	*Lessor*
MSA-1	Privately owned (subject to the Mortgage)[1][2]	n/a	MPM Sherman Way[2]
MSA-2[3]	In-lieu of Prop 39	6/30/20[__]	LAUSD
MSA-3	In-lieu of Prop 39	6/30/2026	LAUSD
MSA-4	Prop 39	6/30/2026	LAUSD
MSA-5[4]	See MSA-1 above	n/a	MPM Sherman Way[2]
MSA-6	Prop 39	6/30/2026	LAUSD
MSA-7[5]	Private church lease	7/31/2027	First Lutheran Church of Northridge
MSA-8	Prop 39	6/30/20[__]	LAUSD
MSA-SD	Ground Use License with SDUSD (subject to Security Agreement)[1][6]	6/30/2030	SDUSD
MSA-SA	Privately owned[7]	n/a	n/a
MSA-OC	Privately owned (subject to the Mortgage)[1]	n/a	MPM 412 Carl Karcher Way LLC
	In-lieu of Prop 39	6/30/2027	Placentia-Yorba Linda Unified School District

[1] Subject to the Mortgage of the Series 2025 Bonds.
[2] MPM Sherman Way is the owner of the MSA-1 Facilities. MPM Sherman Way leases the MSA-1 Facilities to MERF for the operations of MSA-1.
[3] MSA-2 is expected to relocate by fall of 2027. See "OPERATING AND FINANCIAL INFORMATION – Future Projects" herein.
[4] MSA-5 is currently co-located at the site for the MSA-1 site. MERF plans to develop a separate site for MSA-5. See "OPERATING AND FINANCIAL INFORMATION – Future Projects" herein.
[5] MSA-7 is expected to relocate by fall of 2027. See "OPERATING AND FINANCIAL INFORMATION – Future Projects" herein.
[6] MERF uses the MSA-SD site pursuant to a Ground Use License between SDUSD and MERF. MPM San Diego leases the MSA-SD Facilities to MERF for the operation of MSA-SD.
[7] MERF owns the MSA-SA Facilities and operates MSA-SA at the MSA-SA Facilities.
Source: The Lessee.

MERF occupies the MSA-4, MSA-6 and MSA-8 sites pursuant to Prop 39 agreements and the MSA-2, MSA-3 and one of the MSA-OC sites pursuant to an In-lieu of Prop 39 Agreements.

MERF occupies the MSA-7 site pursuant to a Standard Industrial/Commercial Single-Tenant Lease – Gross between First Lutheran Church of Northridge and MSA-7, dated as of December 1, 2011 (the "MSA-7 Lease"). The MSA-7 Lease has been subject to addendums and extensions, most recently in 2022. The MSA-7 Lease expires on July 31, 2027.

MERF occupies the MSA-SD site pursuant to a Ground Use License by and between SDUSD and MERF, dated as of November 16, 2016, as amended by the First Amendment to Ground Use License by and between SDUSD and MERF, dated as of July 1, 2020 and the Second Amendment to Ground Use License by and between SDUSD and MERF, dated as of July 1, 2025 (the "License"). The license permits MERF to

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operate MSA-SD in portable facilities at 6525 Estrella Avenue, San Diego, California. The License expires on June 30, 2030, but if MSA-SD's charter is extended or renewed, the License, if requested by MERF and approved by SDUSD, will be extended for the period of time for which the charter was extended or renewed.

Outstanding Debt

The following obligations of MERF and its affiliates are outstanding:

TABLE 23
SUMMARY OF OUTSTANDING INDEBTENDESS

[Outstanding amounts to be provided by MERF]

School	*Borrower*	*Lender*	*Amount Outstanding*[(1)]	*Terms*	*Security*	*Purpose*
MSA-1; MSA-SD; MSA-SA	The Borrower	The Authority	$27,960,000	Rate: 4.25%-6.00% Final Maturity: July 1, 2055	Gross Revenues of the Obligated Group; Mortgage on MSA-1 Facilities	Refinance prior debt.
MSA-5	The Borrower	The Authority	$29,500,000	Rate: 4.40% Maturity: December 1, 2026	CSFP Award Revenues	Construction and improvement of MSA-5.
MSA-SA	MERF	The State	$6,825,645	Rate: 3.00% Maturity: September 1, 2046	1st lien on the MSA-SA Facility; state intercept on MSA-SA revenues	Loan portion of CCSFP award to finance the acquisition and construction of the MSA-SA Facility
MSA-5	MERF	The State	n/a[(2)]	Rate: TBD[(2)] Maturity: TBD[(2)]	1st lien on the future MSA-5 facility; state intercept on MSA-5 revenues	Loan portion of CCSFP award to finance the acquisition and construction of the MSA-5 facility
MSA-SD	MERF	The State	$93,848	Rate: 2.00% Maturity: November 1, 2052	State intercept on MSA-SD revenues	Repayment of Loan Portion of CCSFP award designated for a project at MSA-SD that was abandoned by MERF in February 2016
MSA-2	MPM 16600 Vanowen Street LLC	CLI Capital	$12,000,000	Rate: Prime + 1.50% Maturity: February 1, 2028	1st lien mortgage on 16600 Vanowen Street, Van Nuys, California and assignment of all rents, leases and contracts concerning the property.	Acquisition financing for the future MSA-2 facility
MSA-7	MERF	CLI Capital	$7,825,000	Rate: Prime + 1.50% Maturity: February 1, 2027	1st lien mortgage on 18120 Sherman Way, Reseda, California; the rents of the property, revenues generated by the operation of the property; and $2,000,000 held in a reserve account.	Acquisition financing for the future MSA-7 facility

MSA-OC	MPM Carl Karcher Way LLC	Anaheim Facilities LLC	$2,000,000[3]	Rate: TBD[3] Maturity: TBD[3]	Deed of Trust with assignment of rents encumbering 412 Carl Karcher Way, Anaheim, California	Seller financing for the future MSA-OC facility

(1) As of January 1, 2026.
(2) The MSA-5 CCSFP loan is not yet outstanding, but is expecting to be outstanding upon completion of the future MSA-5 facility and receipt of the CCSFP final apportionment. The loan amount is expected to be $25,416,166.
(3) The MSA-OC seller financing is not yet outstanding, but is expected to be outstanding prior to the start of the 2025-26 school year.
Source: The Lessee.

- On April 4, 2025, the Authority is issued its Charter School Grant Anticipation Notes (Magnolia Public Schools) Series 2025 (the "Grant Anticipation Notes"), in the principal amount of $29,500,000 pursuant to that certain Indenture, dated as of April 1, 2025, by and between the Authority and UMB Bank, National Association, as trustee. The proceeds of the sale of the Grant Anticipation Notes were loaned to the Borrower pursuant to that certain Loan Agreement, dated as of April 1, 2025, by and between the Authority and the Borrower pursuant to a loan agreement, dated as of April 1, 2025 in order to finance a portion of the costs of construction of a facility to be owned by MERF and used for the operation of MSA-5. The Grant Anticipation Notes are secured by CSFP Award Revenues. The Grant Anticipation Notes were outstanding in the principal amount of $29,500,000 as of January 1, 2026.

- The Authority issued its Charter School Revenue Refunding Bonds (Magnolia Public Schools – Obligated Group), Series 2025A and Series 2025B (Taxable) (collectively, the "Series 2025 Bonds") in the aggregate principal amount of $27,960,000 on April 17, 2025. Proceeds of the Series 2025 Bonds were loaned to the Borrower in order to refinance certain prior indebtedness of the Borrower. The Series 2025 Bonds were issued by the Authority pursuant to an Indenture, dated as of April 1, 2025, by and between the Authority and UMB Bank, National Association, as trustee. The Authority loaned the proceeds of the Series 2025 Bonds to the Borrower pursuant to a Loan Agreement, dated as of April 1, 2025, by and between the Authority and the Borrower. The Series 2025 Bonds are secured by a Mortgage on the MSA-1 Facilities and are payable from Gross Revenues of the Obligated Group. The Series 2025 Bonds were outstanding in the principal amount of $27,960,000 as of January 1, 2026.

- MSA-SA was approved by the State of California's Charter School Facilities Program ("CCSFP") for $17,413,956 for constructing a new facility. The State funded 100% of the total amount of $17,413,956; the State funded 50% of the total project cost through a loan in the amount of $8,706,990 and the other 50% through a grant in the amount of $8,706,978. The loan is secured by a lien on the MSA-SA Facilities and a state intercept on MSA-SA's revenues. See "CERTAIN RISK FACTORS – Charter School Facilities Program Intercepts" in the forepart of this Limited Offering Memorandum. The loan has an annual interest rate of 3.00% and matures on September 1, 2046. The remaining balance of the loan as of January 1, 2026 was $[_____].

- MSA-5 was approved by the CCSFP for $50,832,322 for constructing a new facility, which will cost the same amount. The State will fund 50% of the total amount of $50,832,322; the State will fund 50% of the total project cost through a loan in the amount of $25,416,161 and the other 50% through a grant in the amount of $25,416,161. The loan is secured by a lien on the MSA-5 Facilities and a state intercept on MSA-5's revenues. See "CERTAIN RISK FACTORS – Charter School Facilities Program Intercepts" in the forepart of this Limited Offering Memorandum. The loan matures 30 years after the completion of the project. MERF has received approximately $[13,832,733] as an Advance Apportionment.

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- A CCSFP note payable outstanding, as of January 1, 2026, in the principal amount of $[_____], due in annual installments of $4,420 principal and interest at 2%, secured by the intercept on MSA-SD revenues and maturing November 1, 2052. The project this note financed was abandoned by MERF in February 2016, due to the land that was going to be the site of the financed improvement was sold by SDUSD to a third party. The majority of proceeds expended were for design services.

- Note payable to CLI Capital ("CLI") by MPM 16600 Vanowen Street LLC, outstanding, as of January 1, 2026, in the principal amount of $[_____], bearing interest at the Prime Rate plus 1.50% per annum, maturing February 1, 2028, secured by property located at 16600 Vanowen Street, Van Nuys, California and assignment of all rents, leases and contracts concerning the property (the "16600 Note").

- Note payable outstanding, as of January 1, 2026, in the principal amount of $[_____], bearing interest at the Prime Rate plus 1.50% per annum, maturing on [February 1, 2027], upon satisfaction of certain conditions. This Note is secured by property at 18120 Sherman Way, Reseda, California, the rents of the property, revenues generated by the operation of the property, and $2,000,000 held in a reserve account. The Note is cross-defaulted to the 16600 Note.

Future Projects

MSA-2. MSA-2 currently operates at a district facility located at 17125 Victory Boulevard in Van Nuys, for $424,332/year. MSA-2 plans to relocate to a private facility located at 16600 Vanowen Street. MPM 16600 Vanowen Street LLC has obtained a $12 million acquisition loan from CLI to purchase the Vanowen Street property. MERF and the Borrower plan to issue future debt secured under the Master Indenture to refinance the acquisition loan at the beginning of fiscal year 2025-26. The total development costs (including acquisition, predevelopment, and construction costs) are expected to be about $31 million. While MERF is endeavoring to complete this project in time for a fall 2026 occupation by MSA-2, the project will be completed by no later than the fall of 2027, in time for the 2027-28 school year.

MSA-7. MSA-7 currently operates at a leased church facility located at 18355 Roscoe Boulevard in Los Angeles, for $360,413/year. MSA-7 plans to relocate to a private facility located at 18120 Sherman Way in Reseda. MERF has obtained a $7.8 million acquisition loan from CLI to purchase the Sherman Way property. MERF and the Borrower plan to issue future debt secured under the Master Indenture to refinance the acquisition loan, which is expected to occur in early [July 2025]. The total development cost (including acquisition, soft costs and construction costs) is expected to be between $19 million and $20 million. This project is expected to be completed by no later than the fall of 2027 for the 2027-28 school year.

MSA-5. MSA-5 is currently co-located with MSA-1 at the MSA-1 Facilities. MSA-5 plans to relocate to a private facility located at 7111 Winnetka Avenue in Los Angeles. MERF has obtained a $50.8 million commitment from the State's Charter School Facilities Program to finance the project. The program is structured as 50% grant and 50% loan. To acquire the Winnetka Ave property, MERF previously obtained a $10 million acquisition loan from CLI Capital. The acquisition loan was paid off with a Preliminary Apportionment received from the State pursuant the program. As of September 2025, MERF has received [$13.4] million in Preliminary Apportionments, and expects to receive the Final Apportionment of $37 million in Spring 2026. MERF issued Grant Anticipation Notes in April 2025 to bridge the timing gap between April 2025 and when they expect to receive the Final Apportionment. The GANs are only secured by a pledge of the Final Apportionment and will be non-recourse to MERF. The new facility is expected to be completed by fall 2026 for the 2026-27 school year and have the capacity to serve up to 453 students.

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SB 740

The Lessee is currently eligible to receive funding under the California law referred to herein as SB 740, which provides for reimbursement of facilities lease costs of 75% of the actual lease cost to the extent funded by the State up to a limit of $1,421 per unit of classroom based ADA for the 2023-24 school year. This per-ADA amount may increase in future years based on cost of living adjustments. See "STATE FUNDING OF EDUCATION – Allocation of State Funding to Charter Schools – Charter School Facility Grant Program Funding" in the forepart of this Limited Offering Memorandum. To be eligible for SB 740 reimbursement, a charter school must serve a student population with at least 55% of its student population eligible for free or reduced lunch, or be located in a public elementary school attendance area with such composition.

As of the 2025-26 school year, the percentage of the Network's student populations eligible for free or reduced lunch is [___]%. "MAGNOLIA SCHOOLS – Admissions, Enrollment, Attendance, Demographics and Student Retention" herein.

The Lessee was awarded $1,162,093 in SB 740 funding for the 2022-23 fiscal year and $1,288,355 in SB 740 funding for the 2023-24 fiscal year and $[_____] in SB 740 funding for the 2024-25 fiscal year. The Lessee has budgeted to receive $[_____] in SB 740 funding for the 2025-26 fiscal year.

There can be no assurance that any particular level of SB 740 funding will be available in fiscal year 2025-26, or any future year, or that any Magnolia School will remain eligible for such funding. See "CERTAIN RISK FACTORS – Dependence on State Aid Payments that are Subject to Annual Appropriation and Political Factors," "– Specific Risks of Charter Schools – Charter School Law" and "– SB 740 Funding" in the forepart of this Limited Offering Memorandum.

Philanthropy

The Lessee has historically raised funding for its programs through donation solicitation and other philanthropic fundraising events. In the past, donations have been received from individuals, foundations and corporations. Some donations have been and may be in the future restricted by the donor for use by the Lessee for certain programs. In fiscal year 2023-24, the Lessee received a total of approximately $285,284 and in fiscal year 2024-25, the Lessee received a total of approximately $[_____], in such contributions, none of which was restricted to specific programs run by the Lessee. See "CERTAIN RISK FACTORS – Risk of Noncontinued Philanthropy or Grants" in the forepart of this Limited Offering Memorandum.

No Material Litigation

No action, suit, proceeding or investigation at law or in equity, before or by any court, governmental agency or public board or body is pending or, to the knowledge of the Lessee or the Borrower, threatened, affecting the validity of the Lease or the Bonds or contesting the corporate existence of the Borrower or the Lessee, or the authority of the Lessee to operate pursuant to its charters.

The Lessee is subject to lawsuits and claims in the ordinary course of its operations. In the opinion of the management of the Lessee, the aggregate amount of the uninsured liabilities for such lawsuits and claims will not materially affect the finances of the Lessee or its operation of the Magnolia Schools.

PROJECTIONS AND COVERAGE RATIOS

Notwithstanding the Lessee's history of performance with respect to its existing charter schools, future financial performance of MERF may not equal or exceed the projections set forth in this Limited Offering Memorandum. No assurance is given that such projections will be met, or that the number of students attending the Magnolia Schools may not diminish in the future. The projections of revenue and expenses for MERF contained in this Appendix A are based upon the number of students projected to be enrolled at

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Magnolia Schools and were prepared by the Lessee for the Borrower and have not been independently verified by any party other than the Lessee. See "MAGNOLIA SCHOOLS – Admissions, Enrollment, Attendance, Demographics and Student Retention" herein for information regarding current and projected enrollment of the Magnolia Schools.

No feasibility studies have been conducted with respect to operations of the Series 2026 Facilities pertinent to the Bonds. The projections are "forward-looking statements" and are subject to the general qualifications and limitations described herein. The Underwriter has not independently verified the Lessee's projections set forth in Appendix A or otherwise, and makes no representations nor gives any assurances that such projections, or the assumptions underlying them, are complete or correct. Further, the projections relate only to a limited number of fiscal years, and consequently do not cover the entire period that the Bonds will be outstanding.

THE LESSEE PREPARED THE PROJECTIONS BASED ON ASSUMPTIONS ABOUT FUTURE STATE FUNDING LEVELS AND FUTURE OPERATIONS OF MAGNOLIA SCHOOLS, INCLUDING STUDENT ENROLLMENT AND EXPENSES. THERE CAN BE NO ASSURANCE THAT ACTUAL ENROLLMENT REVENUES AND EXPENSES WILL BE CONSISTENT WITH THE ASSUMPTIONS UNDERLYING SUCH PROJECTIONS. MOREOVER, NO GUARANTEE CAN BE MADE THAT THE PROJECTIONS OF REVENUES AND EXPENSES INCLUDED HEREIN WILL CORRESPOND WITH THE RESULTS ACTUALLY ACHIEVED IN THE FUTURE BECAUSE THERE CAN BE NO ASSURANCE THAT ACTUAL EVENTS WILL CORRESPOND WITH THE PROJECTIONS' UNDERLYING ASSUMPTIONS. ACTUAL OPERATING RESULTS MAY BE AFFECTED BY MANY FACTORS, INCLUDING, BUT NOT LIMITED TO, INCREASED COSTS, LOWER THAN ANTICIPATED REVENUES (AS A RESULT OF INSUFFICIENT ENROLLMENT, REDUCED STATE OR FEDERAL AID PAYMENTS, OR OTHERWISE), EMPLOYEE RELATIONS, CHANGES IN TAXES, CHANGES IN APPLICABLE GOVERNMENT REGULATIONS, CHANGES IN DEMOGRAPHIC TRENDS, CHANGES IN EDUCATION COMPETITION AND CHANGES IN LOCAL OR GENERAL ECONOMIC CONDITIONS. REFER TO "INTRODUCTION" IN THE FOREPART OF THIS LIMITED OFFERING MEMORANDUM FOR QUALIFICATION AND LIMITATIONS APPLICABLE TO FORWARD-LOOKING STATEMENTS.

Projected Consolidated Base Rent Coverage Ratio and Consolidated Days Cash on Hand

Table 24 sets forth the Projected Consolidated Base Rent Coverage Ratio and Consolidated Days Cash on Hand of Magnolia Schools and the non-charter school business activities of the Lessee for the fiscal years ending June 30, 2026 through June 30, 2030. See "CERTAIN RISK FACTORS" in the Limited Offering Memorandum.

Overview of Projection Assumptions

Enrollment Assumptions. The table below provides a summary of enrollment and average daily attendance assumptions.

	2025-26	2026-27	2027-28	2028-29	2029-30
ENROLLMENT ASSUMPTIONS					
Enrollment	4,350	4,905	5,400	5,648	
ADA	*4,052*	*4,569*	*5,030*	*5,261*	
ADA %	*93%*	*93%*	*93%*	*93%*	

LCFF Entitlement, Federal Revenue, Other State Revenue, and Local Revenue Assumptions. The table below provides a summary of LCFF, federal, other state, and local revenues assumptions. The projected figures provided in Table 24 represent a combination of both the growth rates shown below, as well as the projected increases to enrollment discussed above.

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	2025-26	2026-27	2027-28	2028-29	2029-30
REVENUE ASSUMPTIONS					
Avg. LCFF/Student	$15,471	$15,935	$16,413	$16,905	
LCFF Growth Rate	4.3%	3.0%	3.0%	3.0%	
Federal Rev Growth Rate	3.0%	3.0%	3.0%	3.0%	
Other State Revenue Growth Rate	2.0%	2.0%	2.0%	2.0%	
Local Revenue Growth Rate	3.0%	3.0%	3.0%	3.0%	

Fundraising & Grants Assumptions. The projected fundraising and grants revenues provided in Table 24 represents both private donations and fundraising, as well as funding from the Charter School Growth Fund. The table below provides a summary of projected funding from the Charter School Growth Fund.

	2025-26	2026-27	2027-28	2028-29	2029-30
FUNDRAISING & GRANTS ASSUMPTIONS					
MSA-2 CSGF Funding	--	--	200,000	300,000	
MSA-5 CSGF Funding	200,000	200,000	--	--	
MSA-7 CSGF Funding	200,000	200,000	--	--	
MSA-OC CSGF Funding	500,000	250,000	--	--	
Total CSGF Funding	**$900,000**	**$650,000**	**$200,000**	**$300,000**	

Staffing Assumptions. The table below provides a summary of staffing assumptions.

	2025-26	2026-27	2027-28	2028-29	2029-30
STAFFING ASSUMPTIONS					
Certified Teacher	249.0	272.7	300.6	314.3	
Admin	38.0	41.3	44.3	46.7	
Classified	207.4	221.8	236.5	246.3	
Part Time	26.6	30.2	33.1	34.1	
Total FTE	**521.1**	**565.8**	**614.6**	**641.4**	
Student/Certified Teacher	**17.5**	**18.0**	**18.0**	**18.0**	
Student/FTE	**8.3**	**8.7**	**8.8**	**8.8**	

Certified Salaries, Classified Salaries, and Benefits Assumptions. The table below provides a summary of salary and benefits assumptions. The projected figures provided in Table 24 represent a combination of both the growth rates shown below, as well as the projected increases to staffing levels discussed above.

	2025-26	2026-27	2027-28	2028-29	2029-30
Salary Growth Rate	3.0%	3.0%	3.0%	3.0%	
Benefits Growth Rate	2.0%	2.0%	2.0%	2.0%	

Other Expense Assumptions. The following table provides the assumed expense inflation rate for non-personnel expenses. Some of these expenses are projected based on increases to enrollment plus the inflation rate, while others are projected based on direct costs plus the inflation rate.

	2025-26	2026-27	2027-28	2028-29	2029-30
OTHER EXPENSE ASSUMPTIONS					
Non-Personnel Inflation	2.0%	2.0%	2.0%	2.0%	

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TABLE 24
PROJECTED BASE RENT COVERAGE AND DAYS CASH ON HAND
2024-25 through 2028-29
The Lessee

[To come]

(1)

Source: The Lessee.

The Borrower and the obligated group

General

The Borrower, a California nonprofit public benefit corporation and organization described in Section 501(c)(3) of the Code, was formed in 2012, in part for the purpose of providing support to MERF with respect to the acquisition, development, lease and operation of real property, charter school facilities situated on such property and related charter school operations, all for and on behalf of MERF, including for the use and benefits of the Magnolia Schools. The Borrower has no members and is managed by its Board of Directors (the "Borrower Board") selected by the MERF's Board. The Borrower Board consists of not less than three directors nor more than seven directors, and is currently comprised of three directors. No more than 49 percent of the persons serving on the Borrower Board may be interested persons. An interested person is (a) any person currently being compensated by the Borrower for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as a director on the Borrower Board, and (b) any brother, sister, ancestor,

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descendant, spouse, brother-in-law, sister-in-law, son in-law, daughter-in-law, mother-in-law, or father-in-law of such a person. Each director on the Borrower Board serves for a term as is designated by MERF.

The roster of current Borrower Board members, along with each member's current position on the Board, the start and end of their term, is set forth below. Brief biographies of the members of the Borrower Board follow.

TABLE 25
BOARD OF DIRECTORS
The Borrower

Name	*Title*	*Occupation*	*Current Term Beginning*	*Current Term Expires*
Mekan Muhammedov	Chair	Real Estate & Entrepreneur	1/21/2021	[1/21/2026]
Sandra Covarrubias	Member	Retired Nurse	1/21/2021	[1/21/2026]
Haim Beliak	Member	Rabbi	1/21/2021	[1/21/2026]

Source: The Lessee.

Mekan Muhammedov, Chair. See "CURRICULUM AND EDUCATIONAL PROGRAMS – The Lessee Board of Directors" above for Mekan Muhammedov's biography.

Sandra Covarrubias, Member. See "CURRICULUM AND EDUCATIONAL PROGRAMS – The Lessee Board of Directors" above for Sandra Covarrubias's biography.

Haim Beliak, Member. Bernhard "Haim Dov" Beliak has taught and lectured since 1985 at multiple colleges and universities. A great number of his lectures were to undergraduate classes on the Jewish perspective on philosophy, literature, history, political science, law, medical ethics, human sexuality from a Jewish perspective, and the Jew in drama. He was also a guest lecturer at the Federation Young Leadership Development Community Relation Committee where he spoke to ORT, Hadassah, Occidental College, UCLA, Open College, Alumni and Student Conferences. In the absence of a Jewish studies department, Beliak developed a large number of lecture sequences on Jewish topics. He was an important proponent of creating a bridge between faculty and students where students were advised throughout their academic and other endeavors. He also has experience as a Board Member of Progressive Jewish Alliance, Executive Director of Mifgash, Marriage and Family Preparation Counseling, and Executive Officer of Office of Chaplain. He has many publications, some of which are "The Earth and Humanity: A Jewish Response," "Acts of Memory for Creative a Jewish Identity: Learning to Play Countermelody While Developing the 'Weapons of the Strong,'" and numerous other newspaper articles. He graduated from Occidental College with an A.B. in Philosophy and Urban Geology. He also has degrees from Hebrew University's School of Education and Claremont Graduate School- where he attained his ABD in Higher Education Administration.

The affairs of the Borrower are managed by a President, a Secretary, a Chief Financial Officer and such other officers as the Borrower Board determines. The President, Secretary, and Chief Financial Officer of the Borrower are set forth below. Brief biographies of each of the officers are available above under the heading "CURRICULUM AND EDUCATIONAL PROGRAMS – Organizational Structure and Leadership Team – *Executive Team*".

TABLE 26
EXECUTIVE TEAM
The Borrower

Name	*Title*
Alfredo Rubalcava	President
Patrick Anton C. Ontiveros	Secretary
Steve Budhraja	Chief Financial Officer

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Source: The Lessee.

Role in the Financing

Upon the issuance of the Bonds, the proceeds of the Bonds will be loaned to the Borrower pursuant to a Loan Agreement. In addition, the Borrower is a party to the Master Indenture of Trust, as supplemented by a First Supplemental Master Indenture.

The Series 2026 Facilities (as defined in the forepart of this Limited Offering Memorandum) are leased to the Lessee from the Borrower, pursuant to the Series 2025 Leases. See "INTRODUCTION – The Bonds" and "SECURITY AND SOURCES OF PAYMENT FOR THE BONDS" in the forepart of this Limited Offering Memorandum.

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OH&S DRAFT: 01/29/2026

LOAN AGREEMENT

between

CALIFORNIA SCHOOL FINANCE AUTHORITY

and

MAGNOLIA PROPERTIES MANAGEMENT, INC.

Dated as of [March] 1, 2026

Relating to:

CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(MAGNOLIA PUBLIC SCHOOLS – OBLIGATED GROUP)
SERIES 2026A

and

CALIFORNIA SCHOOL FINANCE AUTHORITY
CHARTER SCHOOL REVENUE BONDS
(MAGNOLIA PUBLIC SCHOOLS – OBLIGATED GROUP)
SERIES 2026B (TAXABLE)

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SECTION 8.14 SURVIVAL OF COVENANTS **28**

EXHIBIT A THE PROJECT A-1

THIS LOAN AGREEMENT (this "Loan Agreement"), dated as of [March] 1, 2026, is by and among the **CALIFORNIA SCHOOL FINANCE AUTHORITY** (the "Authority"), a public instrumentality of the State of California, and **MAGNOLIA PROPERTIES MANAGEMENT, INC.** (the "Borrower"), a California nonprofit public benefit corporation, and an entity described in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and accepted and acknowledged by **MPM SANTA ANA LLC** ("MPM Santa Ana" or the "Member of the Obligated Group").

W I T N E S S E T H:

WHEREAS, the Authority is a public instrumentality of the State of California, created by the California School Finance Authority Act (constituting Chapter 18 (commencing with Section 17170) of Part 10 of Division 1 of Title 1 of the Education Code of the State of California) (the "Act") and is authorized to issue bonds and loan the proceeds thereof for purposes of financing and refinancing the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of educational facilities (as defined in the Act) to a participating party (as defined in the Act), including an entity that undertakes the financing or refinancing of a project (as defined in the Act) pursuant to the Act in conjunction with schools ("charter schools") established pursuant to the Charter Schools Act of 1992, as amended (constituting Part 26.8 of Division 4 of Title 2 of the Education Code) (the "Charter School Law");

WHEREAS, the Borrower has applied for a loan of proceeds of revenue bonds of the Authority to finance and refinance the Project (as defined herein) at the Facility (as defined in the Bond Indenture);

WHEREAS, the Authority proposes to issue its California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026A and its California School Finance Authority Charter School Revenue Bonds (Magnolia Public Schools – Obligated Group) Series 2026B (Taxable) (collectively, the "Bonds") in the aggregate principal amount of $[Aggregate Par] pursuant to an Indenture, dated as of [March] 1, 2026 (the "Bond Indenture"), by and between the Authority and UMB Bank, National Association (the "Bond Trustee");

WHEREAS, proceeds of the Bonds will be applied to fund a loan to the Borrower (i) to refinance the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and/or equipping of certain charter school facilities as described in Exhibit A hereto (as set forth in Exhibit A, the "Project"), to be used or operated in conjunction with charter schools, (ii) to pay certain costs of issuance of the Bonds, [and (iii) fund a debt service reserve fund with respect to the Bonds];

WHEREAS, the Authority and the Borrower desire to enter into this Loan Agreement to specify the terms and conditions of the loan by the Authority to the Borrower of the proceeds of the Bonds;

WHEREAS, under this Loan Agreement, the Borrower is required to make Loan Repayments (defined herein) sufficient to pay when due the principal of, and premium, if any, and interest on, the Bonds;

WHEREAS, each of the Authority and the Borrower has duly authorized the execution, delivery and performance of this Loan Agreement;

WHEREAS, the Borrower, will enter into the School Loan Agreement (as defined in the Indenture) with Magnolia Educational and Research Foundation, a California nonprofit public benefit corporation ("MERF"), to finance the Project;

WHEREAS, during the term of the School Loan Agreement, the Facility will be used, occupied and operated in conjunction with the School;

WHEREAS, the School has elected to provide for School Loan Repayments (as defined in the Bond Indenture), and in turn, payment on the Bonds pursuant to and in accordance with Section 17199.4 of the California Education Code;

WHEREAS, the Authority has determined that all acts and proceedings required by law necessary to constitute this Loan Agreement a valid and binding legal agreement of the Authority for the uses and purposes herein set forth, in accordance with its terms, have been done and taken, and the execution and delivery of this Loan Agreement by the Authority have been in all respects duly authorized;

NOW, **THEREFORE**, for and in consideration of the premises and the mutual covenants hereinafter contained, the parties hereto agree as follows:

Article I

DEFINITIONS

Definitions. Unless the context otherwise requires, all capitalized terms used herein but not defined shall have the meanings assigned to such terms in Section 1.01 of the Bond Indenture.

Interpretation. In this Loan Agreement, unless the context otherwise requires:

(a) The terms "hereby," "hereof," "herein," "hereunder," "hereinafter" and any similar terms as used in this Loan Agreement, refer to this Loan Agreement as a whole and not to a particular section or provision of this Loan Agreement, and the term "heretofore" shall mean before, and the term "hereafter" shall mean after, the effective date of this Loan Agreement.

(b) Words of the masculine gender shall mean and include correlative words of the feminine and neuter genders, and words importing the singular number shall mean and include the plural number, and vice versa.

(c) Words importing persons shall include firms, associations, partnerships (including limited partnerships), trusts, corporations, limited liability companies and other legal entities, including public bodies, as well as natural persons.

(d) Any headings or titles preceding the texts of the several Articles and Sections of this Loan Agreement, and any table of contents appended to copies hereof, shall be solely for convenience of reference and shall neither constitute a part of this Loan Agreement nor affect its meaning, construction or effect.

(e) Any certificates, letters or opinions required to be given pursuant to this Loan Agreement shall mean a signed document attesting to or acknowledging the circumstances, representations, opinions of law or other matters therein stated or set forth or setting forth matters to be determined pursuant to this Loan Agreement.

(f) Every "request," "order," "demand," "application," "notice," "statement," "certificate," "consent," "instruction," or similar action hereunder shall, unless the form thereof is specifically provided herein, be in writing, and in the case of the Authority or the Borrower, signed by an Authorized Representative of the Authority or the Borrower, as the case may be.

(g) The parties hereto acknowledge that each such party and their respective counsel have participated in the drafting and revision of this Loan Agreement and the Bond Indenture. Accordingly, the parties agree that any rule of construction that disfavors the drafting party shall not apply in the interpretation of this Loan Agreement or the Bond Indenture or any amendment or supplement or exhibit hereto or thereto.

Article II

FINDINGS, REPRESENTATIONS, COVENANTS AND WARRANTIES

Findings by the Authority. The Authority hereby finds and determines, based upon the representations, warranties and agreements of the Borrower and such other information as the Authority deems necessary, that (i) the Borrower using proceeds of the Bonds is a "participating party" as such term is defined in the Act; (ii) the Loan to be made hereunder with proceeds of the Bonds will promote the purposes of the Act by providing funds to pay the costs of a "project" as defined in the Act; (iii) said Loan is in the public interest, serves a public purpose and meets the requirements of the Act; and (iv) the amount of the Loan (corresponding to the portion of the proceeds of the Bonds allocated under the Bond Indenture to the funding of the Project) does not exceed the costs of the Project as determined by the Borrower.

Representations and Warranties of the Borrower. The Borrower, on behalf of itself and as Obligated Group Representative on behalf of the Members of the Obligated Group, represents and warrants to the Authority that, as of the date of execution of this Loan Agreement and as of the date of delivery of the Bonds to the initial purchasers thereof (such representations and warranties to remain operative and in full force and effect regardless of the issuance of the Bonds or any investigations by or on behalf of the Authority or the results thereof):

(a) The Borrower is a California nonprofit public benefit corporation, duly organized and in good standing under the laws of the State, and has full legal right, power and

authority to enter into the Borrower Documents, and to carry out all of its obligations under and consummate all transactions contemplated hereby and by the Borrower Documents, and by proper corporate action has duly authorized the execution, delivery and performance of the Borrower Documents.

(b) The officers of the Borrower executing the Borrower Documents are duly and properly in office and fully authorized to execute the same.

(c) The Borrower Documents have been duly authorized, executed and delivered by the Borrower.

(d) The Borrower Documents, when assigned to the Bond Trustee pursuant to the Bond Indenture, will constitute the legal, valid and binding agreements of the Borrower enforceable against the Borrower by the Bond Trustee in accordance with their terms for the benefit of the Holders of the Bonds, and any rights of the Authority and obligations of the Borrower not so assigned to the Bond Trustee constitute the legal, valid, and binding agreements of the Borrower enforceable against the Borrower by the Authority in accordance with their terms; except in each case as enforcement may be limited by bankruptcy, insolvency or other laws affecting the enforcement of creditors' rights generally, by the application of equitable principles regardless of whether enforcement is sought in a proceeding at law or in equity and by public policy.

(e) The execution and delivery of the Borrower Documents, the consummation of the transactions herein and therein contemplated and the fulfillment of or compliance with the terms and conditions hereof and thereof, will not conflict with or constitute a violation or breach of or default (with due notice or the passage of time or both) under the articles of organization of the Borrower, its operating agreement, any applicable law or administrative rule or regulation, or any applicable court or administrative decree or order, or any indenture, mortgage, deed of trust, loan agreement, lease, contract or other agreement or instrument to which the Borrower is a party or by which it or its properties are otherwise subject or bound, or result in the creation or imposition of any lien, charge or encumbrance of any nature whatsoever upon any of the property or assets of the Borrower, which conflict, violation, breach, default, lien, charge or encumbrance might have consequences that would materially and adversely affect the consummation of the transactions contemplated by the Borrower Documents, or the financial condition, assets, properties or operations of the Borrower or Members of the Obligated Group.

(f) No consent or approval of any trustee or holder of any indebtedness of the Borrower or any guarantor of indebtedness of or other provider of credit or liquidity of the corporation, and no consent, permission, authorization, order or license of, or filing or registration with, any governmental authority (except with respect to any state securities or "blue sky" laws) is necessary in connection with the execution and delivery of the Borrower Documents, or the consummation of any transaction herein or therein contemplated, or the fulfillment of or compliance with the terms and conditions hereof or thereof, except as have been obtained or made and as are in full force and effect.

(g) There is no action, suit, proceeding, inquiry or investigation, before or by any court or federal, state, municipal or other governmental authority, pending, or to the knowledge of the Borrower, after reasonable investigation, threatened, against or affecting the Borrower or the assets, properties or operations of the Borrower which, if determined adversely to the Borrower or its interests, would have a material adverse effect upon the consummation of the transactions contemplated by, or the validity of, the Borrower Documents, or upon the financial condition, assets, properties or operations of the Borrower or Members of the Obligated Group, and the Borrower is not in default (and no event has occurred and is continuing which with the giving of notice or the passage of time or both could constitute a default) with respect to any order or decree of any court or any order, regulation or demand of any federal, state, municipal or other governmental authority, which default might have consequences that would materially and adversely affect the consummation of the transactions contemplated by the Borrower Documents, or the financial condition, assets, properties or operations of the Borrower or Members of the Obligated Group. All tax returns (federal, state and local) required to be filed by or on behalf of the Borrower have been filed, and all taxes shown thereon to be due, including interest and penalties, except such, if any, as are being actively contested by the Borrower in good faith, have been paid or adequate reserves have been made for the payment thereof which reserves, if any, are reflected in the audited financial statements described therein. The Borrower enjoys the peaceful and undisturbed possession of the Facility, subject to the School Loan Agreement.

(h) No written information, exhibit or report furnished to the Authority by the Borrower in connection with the negotiation of the Borrower Documents contains any untrue statement of a material fact or omits to state a material fact required to be stated therein or necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading; provided, however, that the Borrower has not made any independent investigation or inquiry into the truth, accuracy or completeness of any report written or provided by any third party.

(i) The Borrower is an organization described in Section 501(c)(3) of the Code and is exempt from federal income tax under Section 501(a) of the Code, except for unrelated business taxable income under Section 511 of the Code, and is not a private foundation as described in Section 509(a) of the Code.

(j) The Loan will be used by the Borrower solely to satisfy one or more of the Borrower's charitable purposes, which have been previously recognized by the Internal Revenue Service as bona fide charitable purposes. The Borrower has full power and authority to carry on its business as now being conducted and to enter into the Borrower Documents and the transactions contemplated therein.

(k) MERF will have good and marketable title to the Facility free and clear from all encumbrances other than Permitted Liens.

(l) MERF's audited consolidated balance sheets at June 30, 2025 and June 30, 2024, and the related consolidated statements of income and consolidated statements of cash flows for the years ended June 30, 2025 and June 30, 2024 (copies of which have been furnished to the Authority) fairly present the financial position of MERF at such date, respectively, and the

results of operations for the years ended on such dates, and since June 30, 2025 there has been no material adverse change in the financial condition or results of operations of MERF.

(m) The Borrower's purposes, character, activities, and methods of operation have not changed since its organization and are not different from the purposes, character, activities and methods of operation contemplated at the time of its determination by the Internal Revenue Service to be an organization described in Section 501(c)(3) of the Code; the Borrower has not and will not divert any part of its corpus or income for a purpose or purposes other than the purpose or purposes for which it is organized or operated; the Borrower has not operated, and will not operate, in a manner that would result in it being classified as an "action" organization within the meaning of Section 1.501(c)(3)-(1)(c)(3) of the Regulations, including, but not limited to, promoting or attempting to influence legislation by propaganda or otherwise as a substantial part of its activities; none of its directors, officers, or any related Persons, or any other Person having a private or professional interest in the Borrower's activities has acquired or received, nor will such Persons be allowed to acquire or receive, directly or indirectly, any of the Borrower's goods, services, income or assets, without fair compensation or consideration received in exchange therefor; it has not received any indication or notice to the effect that its exemption from federal income taxation under Section 501(c)(3) of the Code has been revoked or modified, or that the Internal Revenue Service is considering revoking or modifying such exemption, and such exemption is still in full force and effect; the Borrower has not devoted and will not devote more than an insubstantial part of its activities in furtherance of a purpose other than an exempt purpose within the meaning of Section 501(c)(3) of the Code; and the Borrower has not taken any action, nor knows of any action that any other Person has taken, nor knows of the existence of any condition that would cause the Borrower to lose its exemption from federal income taxation under Section 501(c)(3) of the Code or cause interest on the Bonds to be includable in the income of the recipients thereof for federal income tax purposes. As long as the Bonds are Outstanding, the Borrower will not take, permit to be taken, fail to take, or permit to fail to be taken, any action that would cause the interest on the Bonds to become includable in the gross income of the owners of the Bonds for federal income tax purposes.

(n) The Borrower shall not use (or permit the use of) any proceeds of the Bonds, or any income from the investment thereof or any property financed or refinanced with such proceeds or income, in any trade or business carried on by any Person that is not an Exempt Person or in any unrelated trade or business, as defined in Section 513(a) of the Code, of an Exempt Person or permit the direct or indirect loan of any such proceeds, income, or property to any Person other than an Exempt Person or to any Person that is an Exempt Person for use in an unrelated trade or business, as defined in Section 513(a) of the Code, if the amount of such proceeds, income, or property so used or loaned or portions thereof so used in the aggregate, when added to the cost of issuance financed directly or indirectly with the Bond proceeds, exceeds 5% of the proceeds of the Bonds.

(o) Except as provided in the Bond Indenture and this Loan Agreement, the Borrower shall not pledge or otherwise encumber, or permit the pledge or encumbrance of, any money, investment, or investment property as security for payment of any amounts due under this Loan Agreement and shall not establish any segregated reserve or similar fund for such purpose and shall not prepay any such amounts in advance of the redemption date of an equal principal amount of the Bonds.

(p) The Borrower has made and shall continue to make all required contributions to all employee benefit plans, if any, and Borrower has no knowledge of any material liability which has been incurred by the Borrower and remains unsatisfied for any taxes or penalties with respect to any employee benefit plan or any multi-employer plan, and each such plan has been administered in compliance with its terms and the applicable provisions of ERISA and any other federal or state law.

(q) The Borrower has no known material contingent liabilities, and has no material financial obligation under any indenture, mortgage, deed of trust, loan agreement or other agreement or instrument to which the Borrower is a party or by which the Borrower is otherwise bound, other than (x) obligations being refinanced with the proceeds of the Loan, (y) obligations outstanding under the loan agreement related to Obligation No. 2 pursuant to the Master Indenture of Trust, and (z) obligations incurred in connection with the ownership and operation of the Facility incurred in the ordinary course of business, none of which constitutes indebtedness for borrowed money.

(r) The Borrower has not entered into this transaction or any Borrower Document with the actual intent to hinder, delay, or defraud any creditor and the Borrower has received reasonably equivalent value in exchange for its obligations under the Borrower Documents. Giving effect to the transactions contemplated by the Borrower Documents, the fair saleable value of the Borrower's assets exceeds and will, immediately following the execution and delivery of the Borrower Documents, exceed the Borrower's total liabilities, including, without limitation, subordinated, unliquidated, disputed or contingent liabilities. The fair saleable value of the Borrower's assets is and will, immediately following the execution and delivery of the Borrower Documents, be greater than the Borrower's probable liabilities, including the maximum amount of its contingent liabilities or its debts as such debts become absolute and matured. The Borrower does not intend to, and does not believe that it will, incur debts and liabilities (including, without limitation, contingent liabilities and other commitments) beyond its ability to pay such debts as they mature (taking into account the timing and amounts to be payable on or in respect of obligations of the Borrower).

(s) The Borrower is not (1) an "investment company" or a company "controlled" by an "investment company," within the meaning of the Investment Company Act of 1940, as amended; (2) a "holding company" or a "subsidiary company" of a "holding company" or an "affiliate" of either a "holding company" or a "subsidiary company" within the meaning of the Public Utility Holding Company Act of 1935, as amended; or (3) subject to any other federal or state law or regulation which purports to restrict or regulate its ability to borrow money.

(t) The Borrower reasonably believes that the Gross Revenues will be sufficient (without any other borrowing) during the term of the Loan to pay the principal of, prepayment premium, if any, and interest on the Loan.

(u) All representations, warranties and certifications made by MERF or the Borrower in connection with the delivery of the Bonds on the Closing Date, including, but not limited to, those representations, warranties and certifications contained in any certificate or agreement concerning the exclusion of interest on the Tax-Exempt Bonds from gross income for

purposes of federal income taxation executed by the Borrower, are true, correct, and complete in all material respects as of the Closing Date.

(v) The Borrower is a "participating party" as defined in the Act, and the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of the Project is a "project" as defined in the Act. The Borrower shall use the Loan to refinance the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and equipping of the Project.

(w) The Borrower acknowledges, represents and warrants that it understands the nature and structure of the transactions relating to the financing or refinancing of the Project; that it is familiar with the provisions of all of the documents and instruments relating to such financing to it is a party or of which it is a beneficiary; that it understands the risks inherent in such transactions; and that it has not relied on the Authority for any guidance or expertise in analyzing the financial or other consequences of the transactions contemplated by the Loan Agreement and the Bond Indenture or otherwise relied on the Authority for any advice.

(x) The Project and the Facility are not in violation of any federal, state or local Environmental Regulations. None of the Borrower, the Members of the Obligated Group, or the Facility is the subject of a federal, state or local investigation evaluating whether any remedial action is needed to respond to any alleged violation of or condition regulated by Environmental Regulations or to respond to a release of any Hazardous Substances into the environment.

(y) The Borrower or the Member of the Obligated Group have and will have title or leasehold possession to the Facility sufficient to carry out the purposes of this Loan Agreement and the School Loan Agreement.

(z) The Project and the Facility are not in violation of any federal, state or local Environmental Regulations. None of the Borrower, the Member of the Obligated Group, or the Facility are the subject of a federal, state or local investigation evaluating whether any remedial action is needed to respond to any alleged violation of or condition regulated by Environmental Regulations or to respond to a release of any Hazardous Substances into the environment.

(aa) Neither the Borrower nor the Member of the Obligated Group has any material contingent liability in connection with any release of any Hazardous Substances into the environment.

Representations and Warranties of the Members of the Obligated Group. Each Member of the Obligated Group represents and warrants to the Authority that, as of the date of execution of this Loan Agreement and as of the date of delivery of the Bonds to the initial purchasers thereof (such representations and warranties to remain operative and in full force and effect regardless of the issuance of the Bonds or any investigations by or on behalf of the Authority or the results thereof):

(a) The Member of the Obligated Group is a duly organized limited liability company in good standing under the laws of the State, and has full legal right, power and

authority to accept and acknowledge this Loan Agreement, and to carry out all of its obligations under and consummate all transactions contemplated by this Loan Agreement, and by proper corporate action has duly authorized the execution, delivery and performance of this Loan Agreement.

(b) The officers of the Member of the Obligated Group, or of the sole member of the Member of the Obligated Group, as the case may be, are duly and properly in office and are fully authorized to execute this Loan Agreement.

(c) This Loan Agreement has been duly authorized, executed and delivered by the Member of the Obligated Group.

(d) This Loan Agreement, when assigned to the Bond Trustee pursuant to the Indenture, will constitute the legal, valid and binding agreement of the Member of the Obligated Group enforceable against the Member of the Obligated Group by the Bond Trustee in accordance with its terms for the benefit of the Holders of the Bonds, and any rights of the Authority and obligations of the Member of the Obligated Group not so assigned to the Bond Trustee constitute the legal, valid, and binding agreements of the Member of the Obligated Group enforceable against the Member of the Obligated Group by the Authority in accordance with their terms; except in each case as enforcement may be limited by bankruptcy, insolvency or other laws affecting the enforcement of creditors' rights generally, by the application of equitable principles regardless of whether enforcement is sought in a proceeding at law or in equity and by public policy, or the exercise of judicial discretion in appropriate cases.

(e) The execution and delivery of this Loan Agreement, the consummation of the transactions herein contemplated and the fulfillment of or compliance with the terms and conditions hereof, will not conflict with or constitute a violation or breach of or default (with due notice or the passage of time or both) under the articles of organization of the Member of the Obligated Group, its operating agreements, any applicable law or administrative rule or regulation, or any applicable court or administrative decree or order, or any indenture, mortgage, deed of trust, loan agreement, lease, contract or other agreement or instrument to which the Member of the Obligated Group is a party or by which the Member of the Obligated Group or its properties are otherwise subject or bound, or result in the creation or imposition of any lien, charge or encumbrance of any nature whatsoever upon any of the property or assets of the Member of the Obligated Group, which conflict, violation, breach, default, lien, charge or encumbrance might have consequences that would materially and adversely affect the consummation of the transactions contemplated by this Loan Agreement, or the financial condition, assets, properties or operations of the Member of the Obligated Group.

(f) There is no action, suit, proceeding, inquiry or investigation, before or by any court or federal, state, municipal or other governmental authority, pending, or to the knowledge of the Member of the Obligated Group, after reasonable investigation, threatened, against or affecting the Member of the Obligated Group or the assets, properties or operations of the Member of the Obligated Group which, if determined adversely to the Member of the Obligated Group or its interests, would have a material adverse effect upon the consummation of the transactions contemplated by, or the validity of, this Loan Agreement, or upon the financial condition, assets, properties or operations of the Member of the Obligated Group, and Member

of the Obligated Group is not in default (and no event has occurred and is continuing which with the giving of notice or the passage of time or both could constitute a default) with respect to any order or decree of any court or any order, regulation or demand of any federal, state, municipal or other governmental authority, which default might have consequences that would materially and adversely affect the consummation of the transactions contemplated by this Loan Agreement, or the financial condition, assets, properties or operations of the Member of the Obligated Group. All tax returns (federal, state and local) required to be filed by or on behalf of the Member of the Obligated Group have been filed, and all taxes shown thereon to be due, including interest and penalties, except such, if any, as are being actively contested by the Member of the Obligated Group in good faith, have been paid or adequate reserves have been made for the payment thereof which reserves, if any, are reflected in the audited financial statements described therein.

(g) The Member of the Obligated Group has full power and authority to carry on its business as now being conducted and to enter into this Loan Agreement and the transactions contemplated therein.

(h) All representations, warranties and certifications made by the Member of the Obligated Group in connection with the delivery of the Bonds on the Closing Date, are true, correct, and complete in all material respects as of the Closing Date.

(i) The Project and the Facility are not in violation of any federal, state or local Environmental Regulations. Neither the Member of the Obligated Group nor the Facility is the subject of a federal, state or local investigation evaluating whether any remedial action is needed to respond to any alleged violation of or condition regulated by Environmental Regulations or to respond to a release of any Hazardous Substances into the environment.

(j) The Member of the Obligated Group does not have any material contingent liability in connection with any release of any Hazardous Substances into the environment.

(k) The Member of the Obligated Group acknowledges, represents and warrants that it understands the nature and structure of the transactions relating to the financing or refinancing of the Project; that it is familiar with the provisions of all of the documents and instruments relating to such financing to it is a party or of which it is a beneficiary; that it understands the risks inherent in such transactions; and that it has not relied on the Authority for any guidance or expertise in analyzing the financial or other consequences of the transactions contemplated by the Loan Agreement and the Indenture or otherwise relied on the Authority for any advice.

Article III

LOAN FINANCING; LOAN REPAYMENTS; INDEMNIFICATION

Agreement to Issue Bonds and Application of Bond Proceeds.

(a) In order to fund the Loan and for the other purposes set forth in the Bond Indenture, the Authority, concurrently with the execution of this Loan Agreement, has issued, sold and delivered the Bonds and directed the proceeds thereof to be deposited with the Bond

Trustee and applied as provided in Article III of the Bond Indenture. The Borrower hereby agrees that the proceeds of the Bonds shall be applied solely in accordance with the Bond Indenture.

(b) The Borrower hereby approves the terms and provisions of the Bond Indenture and, to the extent applicable, agrees to be bound by such terms.

(c) In consideration of the issuance of the Bonds by the Authority and the application of the proceeds thereof as provided in the Bond Indenture, the Borrower agrees to issue, or cause to be issued, and to cause to be authenticated and delivered to the Bond Trustee, pursuant to the Master Indenture of Trust and the Supplemental MTI for Obligation No. 2, concurrently with the issuance and delivery of the Bonds, Obligation No. 2 in substantially the form set forth in Section [11] of the Supplemental MTI for Obligation No. 2. The Borrower agrees that the aggregate principal amount of Obligation No. 2 shall be limited to [_____] dollars ($[Aggregate Par]), except for any Obligation No. 2 authenticated and delivered in lieu of another Obligation No. 2 as provided in Section [7] of the Supplemental MTI for Obligation No. 2 with respect to the mutilation, destruction, loss or theft of Obligation No. 2 or, subject to the provisions of Section [6] of the Supplemental MTI for Obligation No. 2, upon transfer of registration of Obligation No. 2. Issuance and delivery of the Bonds by the Authority shall be a condition of the issuance and delivery of Obligation No. 2.

(d) The Borrower agrees that, except as otherwise provided in this Section 3.01(d), so long as any Bond remains Outstanding, Obligation No. 2 shall be issuable only as a single obligation without coupons, registered as to principal and interest in the name of the Bond Trustee, and no transfer of Obligation No. 2 shall be registered under the Master Indenture of Trust or be recognized by the Borrower except for transfers to a successor Bond Trustee. Upon the principal of Obligation No. 2 being declared immediately due and payable, Obligation No. 2 may be transferred if and to the extent that the Bond Trustee requests that the aforementioned restrictions on transfers of this Section 3.01(d) be terminated.

The Loan; Loan Repayments; Intercept; Additional Payments.

(a) The Loan. The Authority agrees, upon the terms and conditions herein specified, to loan to the Borrower the proceeds received by the Authority from the sale of the Bonds by causing such proceeds to be deposited with the Bond Trustee for disposition as provided in the Bond Indenture. The obligation of the Authority to make the Loan is limited solely to such sale proceeds of the Bonds received by the Authority and shall be deemed fully discharged upon the deposit of the proceeds of the Bonds with the Bond Trustee pursuant hereto.

(b) Loan Repayments. In consideration of the issuance of the Bonds by the Authority and the loan of the proceeds thereof to the Borrower, the Borrower agrees that, on or before [June] 25th and [December] 25th of each year and as long as any of the Bonds remain Outstanding, it shall pay to the Bond Trustee for deposit in the Revenue Fund such amount as is required by the Bond Trustee to make the transfers and deposits required on such date by Section 5.02 of the Bond Indenture, including amounts necessary for deposit into the Repair and Replacement Fund. Notwithstanding the foregoing, if five business days prior to any interest or principal payment date with respect to the Bonds, the aggregate amount in the Revenue Fund is

for any reason insufficient or unavailable to make the required payments of principal (or Redemption Price) of or interest on the Bonds then becoming due (whether by maturity, redemption or acceleration), the Borrower shall forthwith pay the amount of any such deficiency to the Bond Trustee. Each payment by the Borrower to the Bond Trustee hereunder (the "Loan Repayments") shall be in lawful money of the United States of America and paid to the Bond Trustee at its designated corporate trust office and held, invested, disbursed and applied as provided in the Bond Indenture. Notwithstanding anything to the contrary herein, the Borrower hereby certifies that it will instruct or cause the Member to instruct MERF to pay School Loan Payments directly to the Bond Trustee for deposit in the Revenue Fund.

(c) Intercept. Simultaneously with the execution and delivery of the Bonds, the Borrower shall cause MERF to deliver the Intercept Notice to the State Controller.

The Borrower may revise the Intercept Notice and cause such revision to be delivered to the State Controller from time to time as necessary or appropriate (including without limitation as a result of redemption prior to maturity) to specify transfers to the Bond Trustee necessary to pay the amounts due under this Loan Agreement and other costs necessary or incidental to the financing pursuant to the Act relating to the Bonds, as the same become due, and to cure any delinquency in payment of such amounts. The Borrower shall, and shall cause MERF to, cooperate with the Bond Trustee in any manner the Bond Trustee may request in connection with revising the Intercept Notice. If at any time the Intercept Notice is revised for any reason, the Borrower shall cause MERF to promptly provide to the Authority, the Department of Education and the Bond Trustee a copy of such revised Intercept Notice. The Intercept Notice may provide additional amounts payable to the Bond Trustee for purposes set forth in the Bond Indenture; provided that pursuant to the terms of the School Loan Agreement, MERF shall not grant preference or any prior right of funding access or security in respect of any payment indicated in the Intercept Notice or any other notice delivered pursuant to Section 17199.4 of the Education Code or any successor provision. The Borrower agrees and acknowledges that any revision to the Intercept Notice may take up to 60 days for the State Controller to process.

All deposits of moneys derived from the Intercept hereunder shall be made at the corporate trust office of the Bond Trustee set forth in the Intercept Notice. The Borrower shall cause MERF to timely revise the Intercept Notice to require transfers to such other location as shall be designated in writing by the Bond Trustee.

(d) Additional Payments. In addition to the Loan Repayments, the Borrower shall also pay to the Authority or to the Bond Trustee, as the case may be, "Additional Payments," as follows:

(i) All taxes and assessments of any type or character charged to the Authority or to the Bond Trustee affecting the amount available to the Authority or the Bond Trustee from payments to be received hereunder or in any way arising due to the transactions contemplated hereby (including taxes and assessments assessed or levied by any public agency or governmental authority of whatsoever character having power to levy taxes or assessments) but excluding franchise taxes based upon the capital and/or income of the Bond Trustee and taxes based upon or measured by the net income of the

Bond Trustee; provided, however, that the Borrower shall have the right to protest any such taxes or assessments and to require the Authority or the Bond Trustee, as the case may be, at the Borrower's expense, to protest and contest any such taxes or assessments assessed or levied upon them and that the Borrower shall have the right to withhold payment of any such taxes or assessments pending disposition of any such protest or contest unless such withholding, protest or contest would adversely affect the rights or interests of the Authority or the Bond Trustee;

(ii) All reasonable fees, charges and expenses of the Bond Trustee for services rendered under the Bond Indenture and all amounts referred to in Section 8.06 of the Bond Indenture, as and when the same become due and payable;

(iii) The reasonable fees and expenses of such accountants, consultants, attorneys and other experts as may be engaged by the Authority or the Bond Trustee to prepare audits, financial statements, reports, opinions or provide such other services required under this Loan Agreement, the other Borrower Documents or the Bond Indenture;

(iv) All fees and expenses of the Rating Agency and the Rebate Analyst, and if a deposit is required to be made to the Rebate Fund as a result of any calculation made pursuant to Section 5.07 of the Bond Indenture, the amount of such deposit, which shall be deposited in the Rebate Fund not later than the tenth day of the calendar month immediately following the date on which such calculation was made pursuant to Section 5.07 of the Bond Indenture;

(v) The annual fee of the Authority and the fees and expenses of the Authority or any agent or attorney selected by the Authority to act on its behalf in connection with this Loan Agreement, the other Borrower Documents, the Bonds or the Bond Indenture, including, without limitation, any and all expenses incurred in connection with the authorization, issuance, sale and delivery of any such Bonds or in connection with any litigation, investigation, inquiry or other proceeding which may at any time be instituted involving this Loan Agreement, the other Borrower Documents, the Bonds or the Bond Indenture or any of the other documents contemplated thereby, or in connection with the supervision or inspection of the Borrower, its properties, assets or operations or otherwise in connection with the administration of this Loan Agreement and the other Borrower Documents; and

(vi) The amount necessary to replenish any fund established under the Bond Indenture, but only to the extent then required under Section 5.02 of the Bond Indenture.

All such payments shall be made by the Borrower from the Gross Revenues for payment to the Person or Persons entitled to such payments or for deposit to the appropriate fund or account held by the Bond Trustee under the Bond Indenture.

(e) Failure to Make Payments. In the event the Borrower shall fail to deposit, or fail to cause to be deposited, with the Bond Trustee any Loan Repayments or Additional

Payments as required by this Section 3.02, the Loan Repayments, Additional Payments or other payments required hereunder not paid from such Gross Revenues shall continue as an obligation hereunder of the Borrower until the amount in default shall have been fully paid.

(f) Obligations of Borrower Unconditional; Non-Recourse Obligations.

(i) The Borrower shall pay to or upon the order of the Authority, at or before the time when payable by the Authority, all costs and liabilities incurred by the Authority, including without limitation fees and expenses of counsel to the Authority, in connection with the issuance of the Bonds and the making of the Loan to the Borrower herein, or otherwise as a result of the transactions contemplated by the Borrower Documents or the Bond Indenture.

(ii) Subject to the provisions of Section 3.02(f)(iii), the obligation of the Borrower to make the payments as required in this Section 3.02, and to perform and observe any and all of the other covenants and agreements on its part contained herein, shall be absolute and unconditional irrespective of any defense or any rights of setoff, recoupment, or counterclaim which the Borrower may otherwise have against the Authority. The Borrower shall not: (1) suspend, discontinue, or abate any payment required by this Section 3.02 (except as expressly provided herein); (2) fail to observe any of its other covenants or agreements in this Loan Agreement; or (3) terminate this Loan Agreement for any cause whatsoever (except as provided in Section 7.01 hereof), including without limiting the generality of the foregoing, any declaration or finding that the Bonds, the Bond Indenture, or any portion of this Loan Agreement are invalid or unenforceable, and, any failure of the Authority to perform and observe any agreement, whether expressed or implied, or any duty, liability, or obligation, arising out of or in connection with this Loan Agreement or otherwise.

(iii) Notwithstanding anything in this Loan Agreement to the contrary, the liability of the Borrower under this Loan Agreement to any person or entity, including, but not limited to, the Bond Trustee or the Authority and their respective successors and assigns, is limited to the Gross Revenues and the amounts held in the funds and accounts created under the Bond Indenture (except the Rebate Fund) or hereunder, and such persons and entities shall look exclusively thereto, or to such other security as may from time to time be given for the payment of obligations arising out of this Loan Agreement or any other agreement securing the obligations of the Borrower with respect to the Loan or the Bonds.

(iv) The Authority covenants that it shall not take recourse against the Borrower or any of its Affiliates with respect to the failure by the Borrower or any of its Affiliates to make any payment under this Loan Agreement or the Bonds except recourse to the Gross Revenues and the amounts held in the funds and accounts created under the Bond Indenture (except the Rebate Fund) or hereunder, or to such other security as may from time to time be given for the payment of obligations arising out of this Loan Agreement or any other agreement securing the obligations of the Borrower with respect to the Loan or the Bonds.

Costs of Issuance and Other Expenses. In addition to the payments required to be paid by the Borrower under Section 3.02 hereof, the Borrower agrees that it shall pay from the proceeds of the Bonds or Gross Revenues or other legally available funds of the Borrower, all Costs of Issuance of the Bonds. The Borrower agrees that it also shall pay all expenses incurred by it, including the expenses of its counsel. The Borrower shall also pay the costs of filing any financing statement(s) pursuant to Section 3.02 hereof.

The Borrower acknowledges that certain provisions of the Bond Indenture set forth Administrative Fees and Expenses of the Bond Trustee as the amount of annual compensation and reimbursement payable from funds held under the Bond Indenture to the Bond Trustee. In the event that the Bond Trustee incurs fees and expenses in the course of performing its duties in excess of Administrative Fees and Expenses or in excess of the funds available for the payment thereof under the Bond Indenture, the Borrower agrees to compensate and reimburse the Bond Trustee from Gross Revenues or other funds of the Borrower, for Administrative Fees and Expenses and for any extraordinary fees and expenses, which compensation to the Bond Trustee shall not be limited by any provision of law in regard to the compensation of a trustee of an express trust.

The Borrower covenants and agrees to pay and indemnify the Authority, the State Treasurer and the Bond Trustee against all fees, costs and charges, including fees and expenses of attorneys, accountants, consultants and other experts, incurred in good faith (and with respect to the Bond Trustee, without negligence) and arising out of or in connection with the Borrower Documents, the Bonds or the Bond Indenture. These obligations and those in Section 3.04 hereof shall remain valid and in effect notwithstanding repayment of the Loan hereunder or the Bonds or termination of this Loan Agreement or the Bond Indenture or resignation or removal of the Bond Trustee.

Indemnification. To the fullest extent permitted by law, the Borrower agrees to indemnify, hold harmless and defend the Authority, the State Treasurer, the Bond Trustee, and each of their respective officers, governing members, directors, officials, employees, attorneys and agents (collectively, the "Indemnified Parties"), against any and all losses, damages, claims, actions, suits, liabilities, costs and expenses of any conceivable nature, kind or character (including, without limitation, attorneys' fees, litigation and court costs, amounts paid in settlement and amounts paid to discharge judgments) to which the Indemnified Parties, or any of them, may become subject under any statutory law (including federal or state securities laws) or at common law or otherwise, arising out of or based upon or in any way relating to:

(i) the Bonds, the Bond Indenture, the Borrower Documents or the Tax Certificate or the execution or amendment hereof or thereof or in connection with transactions contemplated hereby or thereby, including the issuance, sale or resale of the Bonds;

(ii) any act or omission of the Borrower or MERF or any of their agents, contractors, servants, employees or licensees in connection with the Loan, the Facility, the Project, the School Loan Agreement, the operation of the Facility or the condition, environmental or otherwise, occupancy, use, possession, conduct or

management of work done in or about, or from the planning, design, acquisition, installation or construction of, the Facility, including the Project, or any part thereof;

(iii) any lien or charge upon payments by the Borrower or MERF to the Authority or the Bond Trustee, as the case may be, hereunder or under the School Loan Agreement, or any taxes (including, without limitation, all ad valorem taxes and sales taxes), assessments, impositions and other charges imposed on the Authority or the Bond Trustee in respect of any portion of the Project or the Facility;

(iv) any violation of any Environmental Regulations with respect to, or the release of any Hazardous Substances at, on or under the Facility or any part thereof;

(v) any defeasance and/or redemption, in whole or in part, of the Bonds;

(vi) any untrue statement or misleading statement or alleged untrue statement or alleged misleading statement of a material fact contained in any offering or disclosure document or disclosure or continuing disclosure document for the Bonds or any of the documents relating to the Bonds, or any omission or alleged omission from any offering or disclosure document or disclosure or continuing disclosure document for the Bonds of any material fact necessary to be stated therein in order to make the statements made therein, in the light of the circumstances under which they were made, not misleading, or any failure to timely file any continuing disclosure document in connection with the Bonds required by any undertaking or by any applicable law, rule or regulation;

(vii) any declaration that the interest on the Tax-Exempt Bonds is included in gross income for federal income tax purposes, or allegations that interest on the Tax-Exempt Bonds is included in gross income for federal income tax purposes or any regulatory audit or inquiry regarding whether interest on the Tax-Exempt Bonds is included in gross income for federal income tax purposes; and

(viii) the Bond Trustee's acceptance or administration of the trust of the Bond Indenture, or the exercise or performance of any of its powers or duties thereunder or under any of the documents relating to the Bonds to which it is a party;

except (A) in the case of the foregoing indemnification of the Bond Trustee or any of its respective officers, members, directors, officials, employees, attorneys and agents, to the extent such damages are caused by the negligence or willful misconduct of such Indemnified Party; or (B) in the case of the foregoing indemnification of the Authority or the State Treasurer or any of their officers, members, directors, officials, employees, attorneys and agents, to the extent such damages are caused by the willful misconduct of such Indemnified Party. In the event that any action or proceeding is brought against any Indemnified Party with respect to which indemnity may be sought hereunder, the Borrower, upon written notice from the Indemnified Party, shall assume the investigation and defense thereof, including the employment of counsel selected by the Indemnified Party, and shall assume the payment of all expenses related thereto, with full power to litigate, compromise or settle the same in its sole discretion; provided that the

Indemnified Party shall have the right to review and approve or disapprove any such compromise or settlement. Each Indemnified Party shall have the right to employ separate counsel in any such action or proceeding and participate in the investigation and defense thereof, and the Borrower shall pay the fees and expenses of such separate counsel; provided, however, that such Indemnified Party may only employ separate counsel at the expense of the Borrower if in the judgment of such Indemnified Party a conflict of interest exists by reason of common representation or if all parties commonly represented do not agree as to the action (or inaction) of counsel, or in the case of the Authority or the State Treasurer or any of its officers, members, directors, employees, attorneys and agents, such Indemnified Party engages the Attorney General of the State as separate counsel.

The rights of any persons to indemnity hereunder and rights to payment of fees and reimbursement of expenses pursuant to Sections 3.02 and 3.03 hereof and this Section 3.04 shall survive the final payment or defeasance of the Bonds and in the case of the Bond Trustee any resignation or removal. The provisions of this Section 3.04 shall survive the termination of this Loan Agreement.

Article IV

ADDITIONAL COVENANTS AND AGREEMENTS OF BORROWER

Inspection of Books.

(a) The Authority and the Bond Trustee shall have the right, but not obligation, upon reasonable notice, during business hours, to inspect the Facility, to examine and audit any and all of the Borrower's records or accounts pertaining to the Loan, the School Loan Agreement, the Bond Indenture, the Intercept, Obligation No. 2, and this Loan Agreement.

(b) Upon written notice to the Borrower delivered at least five Business Days in advance of an inquiry, the Borrower shall make its management personnel available for periodic inquiries from the Authority; provided that the Borrower shall not be obligated to incur any material out-of-pocket costs in connection with such meetings or inquiries.

Reports and Information.

(a) At the request of the Authority or the Bond Trustee, their agents, employees or attorneys, the Borrower shall furnish to the Authority and the Bond Trustee, such information as may be reasonably requested in writing from time to time relative to compliance by the Borrower with the provisions of this Loan Agreement, including, without limitation, the most recently prepared consolidated financial statements of the Borrower or Members of the Obligated Group.

(b) On or before the earlier of September 1 of each year or within sixty (60) days of the Authority's request, which request is to be made on or about July 1 of each year (commencing July 1, [2026]), the Borrower shall provide information to the Authority needed for the Authority to comply with the reporting requirements contained in California Government Code Section 8855(k)(1). The covenant contained in this Section 4.02(b) shall remain in effect

until the later of the date (i) the Bonds are no longer Outstanding or (ii) the proceeds of the Bonds have been fully spent.

Notice. Promptly following obtaining knowledge of an Event of Default under any Borrower Document, the Borrower hereby agrees to provide to the Bond Trustee and to the Authority notice of such Event of Default (such notice to include a description of the nature of such event and what steps are being taken to remedy such Event of Default).

Reliance. The Borrower hereby recognizes and agrees that the representations and covenants set forth in this Loan Agreement may be relied upon by all Persons interested in the legality and validity of the Bonds and in the exemption from federal income taxation of the interest on the Tax-Exempt Bonds including, without limitation, the Bond Trustee for the benefit of the Owners of the Bonds. In performing its duties and obligations hereunder, the Bond Trustee may rely upon statements and certificates of the Borrower believed in good faith to be genuine and upon audits of the books and records of the Borrower pertaining to the Loan. The Bond Trustee, in its name or as assignee of the Authority, may, for and on behalf of the Bondholders, enforce all rights of the Authority which have been assigned to and are held by the Bond Trustee and all obligations of the Borrower under and pursuant to this Loan Agreement, whether or not the Authority has pursued or attempted to enforce any of such rights and obligations. In addition, the Authority and the Bond Trustee may consult with counsel, and the opinion of such counsel shall be full and complete authorization and protection in respect of any action taken or suffered by the Authority or the Bond Trustee hereunder in good faith and in conformity with the opinion of such counsel. In determining whether any default or lack of compliance by the Borrower exists under this Loan Agreement, none of the Bond Trustee or the Authority shall be required to conduct any investigation into or review of the operations or records of the Borrower and may rely solely upon any notice or certificate delivered to the Bond Trustee by the Borrower with respect to the occurrence or absence of a default.

Tax Covenants.

(a) It is the intention of the Borrower that interest on the Tax-Exempt Bonds shall be and remain excluded from the gross income of the owners thereof for federal income tax purposes, and to that end the covenants and agreements of the Borrower in this Section and in the Tax Certificate are for the benefit of the Bond Trustee on behalf of and for each and every owner of the Bonds.

(b) The Borrower covenants and agrees that it will not use or permit the use of any of the funds provided by the Authority hereunder or any other funds of the Borrower, directly or indirectly, or direct the Bond Trustee to invest any funds held by it hereunder or under the Bond Indenture, in such manner as would, or enter into, or allow any "related person" (as defined in Section 147(a)(2) of the Code) to enter into, any arrangement, formal or informal, for the purchase of the Tax-Exempt Bonds that would, or take or omit to take any other action that would cause any Tax-Exempt Bond to be an "arbitrage bond" within the meaning of Section 148 of the Code or "federally guaranteed" within the meaning of Section 149(b) of the Code and applicable regulations promulgated from time to time thereunder.

(c) In the event that at any time the Borrower is of the opinion or becomes otherwise aware, including from MERF, that for purposes of this Section or Section 6.09 of the Bond Indenture it is necessary to restrict or to limit the yield on the investment of any moneys held by the Bond Trustee under the Bond Indenture, the Borrower shall determine the limitations and so instruct the Bond Trustee in writing and cause the Bond Trustee to comply with those limitations under the Bond Indenture. The Borrower will take such action or actions as may be reasonably necessary in the opinion of Bond Counsel, or of which it otherwise becomes aware, to comply fully with Section 148 of the Code.

(d) The Borrower shall not, pursuant to an arrangement, formal or informal, purchase Tax-Exempt Bonds in an amount related to the amount of the Loan, except as otherwise permitted under the Bond Indenture.

(e) In order to maintain the exclusion of interest on the Tax-Exempt Bonds from the gross income of the owners thereof for federal income purposes and to assure compliance with the laws of the State, the Borrower hereby agrees that it shall, concurrently with or before the execution and delivery of the Tax-Exempt Bonds, execute and deliver the Tax Certificate, and shall comply with every term of the Tax Certificate. The Borrower covenants with the Authority, for the benefit of the Owners of the Tax-Exempt Bonds from time to time outstanding, that so long as any Tax-Exempt Bonds remain Outstanding, moneys on deposit in any fund, or account in connection with the Tax-Exempt Bonds, whether or not such moneys were derived from the proceeds of the sale of the Tax-Exempt Bonds or from any other sources, and moneys pledged directly or indirectly to the payment or for the securing of the Tax-Exempt Bonds, will not be used by or for the Borrower in a manner that will cause the Bonds to be "arbitrage bonds" within the meaning of Section 148 of the Code. The Borrower expressly recognizes that, to the extent required by Section 148 of the Code, "proceeds" of the Tax-Exempt Bonds (including investment proceeds and "replacement" proceeds) may be required to be invested at a yield not exceeding the yield on the Tax-Exempt Bonds in order to comply with this Section. In furtherance of the covenant in this Section, the Borrower agrees that it will not direct any investments or reinvestments that would contravene either the investment representations made by the Authority in the Tax Certificate or any investment directions provided by the Authority and deemed reasonably necessary in the opinion of Bond Counsel to preserve the exclusion from gross income of interest on the Tax-Exempt Bonds for federal income tax purposes.

(f) In the event of any conflict between the terms of this Loan Agreement and the requirements of the Tax Certificate, the Tax Certificate shall control.

Continuing Disclosure. The Borrower hereby covenants and agrees that it shall comply with and carry out all of the provisions of the Continuing Disclosure Agreement, and, in addition, shall provide any material event notice disseminated thereunder to the Authority. Notwithstanding any other provision of this Loan Agreement or the Bond Indenture, failure of the Borrower or the Dissemination Agent (as defined in the Continuing Disclosure Agreement) to comply with the Continuing Disclosure Agreement shall not be considered an Event of Default hereunder or under the Bond Indenture.

Warranty of Truth. The Borrower covenants that no information, certificate, statement in writing or report required by this Loan Agreement, any other Borrower Documents or otherwise furnished by the Borrower to the Authority or the Bond Trustee shall contain any untrue statement of a material fact or omit a material fact necessary to make such information, certificate, statement or report not misleading as it relates to the Borrower.

Prohibited Uses. No portion of the proceeds of the Bonds shall be used to finance or refinance any facility, place or building to be used (1) primarily for sectarian instruction or study or as a place for devotional activities or religious worship or (2) by a person that is not a 501(c)(3) Organization or a Governmental Unit or by a 501(c)(3) Organization (including the Borrower) in an "unrelated trade or business" (as set forth in Section 513(a) of the Code), in such a manner or to such extent as would result in any of the Bonds being treated as an obligation not described in Section 103(a) of the Code. The Borrower may not cause or permit any portion of the Facility that are part of the Project to be used or operated in any manner except in conjunction with a school under the Charter School Law.

Facilities Consultant Report. No later than July 1, 2031 and each fifth anniversary thereafter, the Borrower shall engage an Independent Facilities Consultant who shall, within 60 days of engagement, and each fifth anniversary thereafter, as applicable, provide to the Borrower (copies of which shall be provided to the Bond Trustee and the Master Trustee) a Facilities Consultant Report. Within fourteen Business Days of its receipt of the Facilities Consultant Report, the Borrower shall either (i) accept the recommendations of the initial Independent Facilities Consultant or (ii) engage and immediately accept the recommendations (which shall be made within 60 days of such engagement) of a different Independent Facilities Consultant in the event the recommendations outlined in the initial Facilities Consultant Report are deemed by the Borrower to be unreasonable or inconsistent with the respective School's operation and maintenance practices.

Indenture Provisions. The execution and delivery of this Loan Agreement shall constitute conclusive evidence of approval of the Bond Indenture by the Borrower. Whenever the Bond Indenture by its terms imposes a duty or obligation upon the Borrower, such duty or obligation shall be binding upon the Borrower to the same extent as if the Borrower were an express party to the Bond Indenture, and the Borrower shall carry out and perform all of its obligations under the Bond Indenture as fully as if the Borrower were a party to the Bond Indenture.

Amendment of School Loan Agreement. If any Bonds are Outstanding, the Borrower may not voluntarily amend the School Loan Agreement to result in a reduction of principal or interest payable thereunder; provided that nothing in this section limits the exercise of or the remedies provided in the School Loan Agreement in the event of default by MERF.

Post-Issuance Compliance. The Borrower acknowledges that the Internal Revenue Service mandates certain filing requirements with respect to post-issuance tax compliance, private use and/or unrelated trade or business use, including the proper method for computing whether any such use has occurred under Section 145 of the Code. The Borrower covenants that it will undertake to determine (or have determined on its behalf) the information required to be reported on the IRS Form 990 (Schedule K) Supplemental Information on Tax-Exempt Bonds on

an annual basis and will undertake to comply with the aforementioned filing requirements and any related requirements that may be applicable to the Bonds (collectively, the "Post-Issuance Requirements"). Further, the Borrower covenants that it has adopted, or, if not, will promptly adopt, management practices and procedures to ensure the Borrower complies with the Post-Issuance Requirements with respect to the Bonds.

The Borrower initially has designated [Steve Budhraja, Chief Financial Officer] of the Borrower, to be responsible for providing certain post-issuance tax compliance services that may be required from time to time with respect to the Bonds.

Article V

ADDITIONAL COVENANTS AND AGREEMENTS OF MEMBERS OF THE OBLIGATED GROUP

Section V.01 Inspection of Books.

(a) The Authority and the Bond Trustee shall have the right, but not obligation, upon reasonable notice, during business hours, to examine and audit any and all of the Member of the Obligated Group's records or accounts pertaining to the Loan, the School Loan Agreement, and this Loan Agreement.

(b) Upon written notice to a Member of the Obligated Group delivered at least five Business Days in advance of an inquiry, such Member of the Obligated Group shall make its management personnel available for periodic inquiries from the Authority; provided that the Member of the Obligated Group shall not be obligated to incur any material out-of-pocket costs in connection with such meetings or inquiries.

Reports and Information. At the request of the Authority or the Bond Trustee, their agents, employees or attorneys, the Member of the Obligated Group shall furnish to the Authority and the Bond Trustee, such information as may be reasonably requested in writing from time to time relative to compliance by the Member of the Obligated Group with the provisions of this Loan Agreement.

Reliance. The Member of the Obligated Group hereby recognizes and agrees that the representations and covenants set forth in this Loan Agreement may be relied upon by all Persons interested in the legality and validity of the Bonds and in the exemption from federal income taxation of the interest on the Tax-Exempt Bonds including, without limitation, the Bond Trustee for the benefit of the Beneficial Owners of the Bonds. The Bond Trustee may rely upon statements and certificates of the Member of the Obligated Group believed in good faith to be genuine and upon audits of the books and records of the Member of the Obligated Group pertaining to the School Loan Agreement. The Bond Trustee, in its name or as assignee of the Authority, may, for and on behalf of the Bondholders, enforce all rights of the Authority which have been assigned to and are held by the Bond Trustee and all obligations of the Member of the Obligated Group under and pursuant to this Loan Agreement, whether or not the Authority has pursued or attempted to enforce any of such rights and obligations. In addition, the Authority and the Bond Trustee may consult with counsel of their selection, and the opinion of such

counsel shall be full and complete authorization and protection in respect of any action taken or suffered by the Authority or the Bond Trustee hereunder in good faith and in conformity with the opinion of such counsel. In determining whether any default or lack of compliance by the Member of the Obligated Group exists under this Loan Agreement, neither the Bond Trustee nor the Authority shall be required to conduct any investigation into or review of the operations or records of the Member of the Obligated Group and may rely solely upon any notice or certificate delivered to the Bond Trustee by the Member of the Obligated Group with respect to the occurrence or absence of a default.

Warranty of Truth. The Member of the Obligated Group covenants that no information, certificate, statement in writing or report required by this Loan Agreement or otherwise furnished by the Member of the Obligated Group to the Authority or the Bond Trustee shall contain any untrue statement of a material fact or omit a material fact necessary to make such information, certificate, statement or report not misleading as it relates to the Member of the Obligated Group or the School Loan Agreement.

Prohibited Uses. The Member of the Obligated Group may not cause or permit any portion of its Facility that are part of the Project to be used (1) primarily for sectarian instruction or study or as a place for devotional activities or religious worship or (2) by a person that is not a 501(c)(3) Organization or a Governmental Unit or by a 501(c)(3) Organization in an "unrelated trade or business" (as set forth in Section 513(a) of the Code), in such a manner or to such extent as would result in any of the Bonds being treated as an obligation not described in Section 103(a) of the Code or (3) in any manner except in conjunction with a school under the Charter School Law.

Term of School Loan Agreement. If any Bonds are Outstanding, Member of the Obligated Group may not voluntarily terminate the School Loan Agreement before completion of its stated term nor amend the School Loan Agreement to result in an earlier end of its stated term; provided that nothing in this section limits the exercise of or the remedies provided in the School Loan Agreement in the event of default.

Article VI

DEFAULTS AND REMEDIES

Events of Default. Any one of the following which occurs and continues shall constitute an Event of Default hereunder:

(a) failure by the Borrower to pay or cause to be paid any interest on the Loan when due and payable, and such failure continues for five (5) calendar days or more; or

(b) failure by the Borrower to pay or cause to be paid principal of, or premium, if any, on the Loan; or

(c) failure by the Borrower to pay or cause to be paid when due any other amounts required to be paid under this Loan Agreement and continuation of such failure to pay for ten (10) Business Days following the giving of written notice thereof to the Borrower; or

(d) failure of the Borrower to observe and perform any covenant, condition or agreement on its part to be observed or performed hereunder (other than failure by the Borrower to pay the amounts required to be paid hereunder, as referred to in Section 6.01(a), (b), or (c) above, and other than as provided in subparagraph (e) below) after the Borrower shall have been given 60 days' written notice specifying such default and requesting it be remedied, except that, if the failure is unable to be remedied within 60 days, such failure shall not be an Event of Default for so long as the Borrower or any Member of the Obligated Group diligently proceeds to remedy the default; or

(e) voluntary initiation by the Borrower or any Member of the Obligated Group of any proceeding under any federal or state law relating to bankruptcy, insolvency, arrangement, reorganization, readjustment of debt or any other form of debtor relief, or the initiation against the Borrower or any Member of the Obligated Group of any such proceeding that shall remain undismissed for 60 calendar days, or failure by the Borrower or any Member of the Obligated Group to promptly have discharged any execution, garnishment or attachment of such consequence as would impair the ability of the Borrower or any Member of the Obligated Group to carry on its operations, or assignment by the Borrower for the benefit of creditors, or the entry by the Borrower or any Member of the Obligated Group into an agreement of composition with creditors or the failure generally by the Borrower or any Member of the Obligated Group to pay its debts as they become due; or

(f) occurrence and continuance of an "Event of Default" under the Bond Indenture or the Master Indenture of Trust, provided, however, that an Event of Default under the Bond Indenture arising solely from the actions or inactions of the Authority or the Bond Trustee shall not be an Event of Default hereunder; or

(g) any representation or warranty made herein or any statement or representation made by the Borrower in any certificate, report, opinion, financial statement or other instrument furnished in connection with the Loan or any of the Borrower Documents proves to be false or misleading in any material respect when made.

Remedies.

(a) Upon the occurrence of an Event of Default pursuant to Section 6.01 hereof and at any time thereafter during the continuance of such Event of Default, the Bond Trustee may take one or more or any combination of the following remedial steps:

(i) By written notice to the Borrower, declare the unpaid indebtedness on the Bonds and all amounts then due and payable hereunder, whether by acceleration of maturity or otherwise, to be immediately due and payable, whereupon the same shall become immediately due and payable; and

(ii) Take whatever action at law or in equity may appear necessary or desirable to collect the amounts then due and thereafter to become due hereunder, or to enforce performance and observance of any obligation, agreement or covenant of the Borrower under this Loan Agreement, the Bonds or any other Borrower Document.

Any amounts collected pursuant to action taken by the Bond Trustee under this Section 6.02(a) shall be applied in accordance with provisions of the Bond Indenture. Notwithstanding anything herein to the contrary, the indebtedness of the Borrower under this Loan Agreement may be separately and independently accelerated with or without an acceleration of the Bonds.

(b) If the Bond Trustee shall have proceeded to enforce the rights of the Authority under this Loan Agreement and such proceedings shall have been discontinued or abandoned for any reason or shall have been determined adversely to the Bond Trustee or the Authority, then the Borrower, the Bond Trustee and the Authority shall be restored respectively to their several positions and rights hereunder, and all rights, remedies and powers of the Borrower, the Authority and the Bond Trustee shall continue as though no such proceedings had taken place.

Additional Remedies. In addition to the above remedies, if an Event of Default occurs hereunder, the Authority and the Bond Trustee shall have the right and remedy, without posting bond or other security, to have the provisions of this Loan Agreement specifically enforced by any court having equity jurisdiction, it being acknowledged and agreed that any such breach will cause irreparable injury to the Bond Trustee or the Authority and that money damages will not provide an adequate remedy thereto.

No Remedy Exclusive. No remedy herein conferred upon or reserved to the Authority is intended to be exclusive of any other available remedy or remedies, but each and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Loan Agreement or now or hereafter existing at law or in equity or by statute. No delay or omission to exercise any right or power accruing upon any default shall impair any such right or power or shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. In order to entitle the Bond Trustee or the Authority to exercise any remedy reserved to it in this Article VI, it shall not be necessary to give notice, other than such notice as may be required in this Article VI. Such rights and remedies as are given the Authority hereunder shall also extend to Trustee on behalf of the Holders of the Bonds, who shall be entitled to the benefit of all covenants and agreements herein contained.

No Additional Waiver Implied by One Waiver. In the event any agreement or covenant contained in this Loan Agreement should be breached by the Borrower and thereafter waived by the Authority or the Bond Trustee, such waiver shall be limited to the particular breach so waived and shall not be deemed to waive any other breach hereunder.

Agreement to Pay Fees and Expenses Upon Default. In the event the Borrower is in default under any provision of this Loan Agreement or causes an event of default under the other Borrower Documents, the Borrower shall be liable to, and upon demand shall pay to, the Bond Trustee all reasonable fees and disbursements of such Persons and its agents (including attorneys' fees and expenses) that are reasonably connected therewith or incidental thereto, except with respect to the Bond Trustee, such payment obligation shall be reduced to the extent such fees and disbursements are paid to the Bond Trustee from money available therefor under the Bond Indenture.

Article VII

PREPAYMENT

Prepayment of the Loan.

(a) *General*. As further described below, the Borrower shall have the right, so long as all amounts which have become due hereunder have been paid, at any time or from time to time to prepay all or any part of its Loan Repayments and the Authority agrees that the Bond Trustee shall accept such prepayments when the same are tendered. Prepayments may be made by payments of cash or surrender of Bonds. All such prepayments (and the additional payment of any amount necessary to pay the applicable redemption price, if any, payable upon the redemption of Bonds) shall be deposited upon receipt in the applicable account of the Redemption Fund and, at the request of and as determined by the Borrower, credited against payments due hereunder or used for the redemption of Outstanding Bonds in the manner and subject to the terms and conditions set forth in Section 4.01 or Section 4.02 of the Bond Indenture. The Borrower also shall have the right to surrender Bonds acquired by it in any manner whatsoever to the Bond Trustee for cancellation, and such Bonds, upon such surrender and cancellation, shall be deemed to be paid and retired. Notwithstanding any such prepayment or surrender of Bonds, as long as any Bonds remain Outstanding or any Additional Payments required to be made hereunder remain unpaid, the Borrower shall not be relieved of its obligations hereunder.

(b) *Prepayment in Whole or in Part*. The Loan may be prepaid in whole or in part at any time by delivering to the Bond Trustee amounts sufficient to defease a like principal amount of Bonds to their optional redemption date pursuant to Section 4.02 and Article X of the Bond Indenture.

(c) *Prepayment in Whole or in Part from Amounts Transferred from Insurance and Condemnation Proceeds Fund.* The Loan may be prepaid in whole or in part at any time in a principal amount corresponding to amounts transferred from the Insurance and Condemnation Proceeds Fund pursuant to the Bond Indenture and used to redeem Bonds at the option of the Borrower pursuant to the Bond Indenture.

(d) *Prepayment in Full from Amounts Deposited with Trustee in connection with School Charter Revocation.* The Loan may be prepaid in full at any time proceeds to be used to redeem Bonds at the option of the Borrower pursuant to Section 4.01(c) of the Bond Indenture.

Redemption of Bonds Upon Prepayment. Upon prepayment of the Loan as provided in Section 7.01, the Bond Trustee shall do any of the following, as applicable: (1) call all or part of the Bonds for redemption, as required by the Bond Indenture in the respective amounts set forth in the applicable paragraph of Section 4.01 or Section 4.02 of the Bond Indenture and (2) provide for the defeasance of Bonds pursuant to Article X of the Bond Indenture.

Amount of Prepayment. In the event of any prepayment pursuant to Section 7.01, the amount of the Loan deemed to be prepaid shall be equal to the principal amount of Bonds

defeased or redeemed as described in Section 4.01 or Section 4.02 of the Bond Indenture. In the case of prepayment of the Loan in full, the Borrower shall pay to the Bond Trustee an amount sufficient, together with other funds held by the Bond Trustee and available for such purpose, to pay all reasonable and necessary fees and expenses (including attorneys' fees) of the Authority, the Bond Trustee and any paying agent accrued and to accrue through final payment of the Bonds and all other liabilities of the Borrower accrued and to accrue under this Loan Agreement and shall pay to the Authority an amount required by Section 3.02(d). In the case of partial prepayment of the Loan, the Borrower shall pay or cause to be paid to the Bond Trustee an amount sufficient, together with other funds held by the Bond Trustee and available for such purpose, to pay expenses of redemption of the Bonds to be redeemed upon such prepayment.

The Borrower agrees that it will not prepay the Loan or any part thereof, except in amounts sufficient to redeem Bonds in Authorized Denominations.

Article VIII

MISCELLANEOUS

Notice. All notices, certificates or other communications hereunder shall be sufficiently given and shall be deemed given when delivered or mailed by registered or certified mail, postage prepaid, or by messenger or overnight delivery service or by Electronic Notice, to the notice addresses set forth in the Bond Indenture.

A duplicate copy of each notice, certificate or other communication given hereunder by the Authority or the Borrower shall also be given to the Bond Trustee. The Authority, the Borrower and the Bond Trustee may, by notice given hereunder, designate any further or different addresses to which subsequent notices, certificates or other communications shall be sent.

Concerning Successors and Assigns. All covenants, agreements, representations and warranties made herein and in the certificates delivered pursuant hereto shall survive the execution and delivery of this Loan Agreement by the Authority and the Borrower. Whenever in this Loan Agreement any of the parties hereto is referred to, such reference shall be deemed to include the successors and assigns of such party; and all covenants, promises and agreements by or on behalf of the Borrower that are contained in this Loan Agreement shall bind its successors and assigns and inure to the benefit of the successors and assigns of the Authority.

Governing Law; Venue. This Loan Agreement is a contract made under the laws of the State of California, and shall be governed by and construed in accordance with the Constitution and the laws applicable to contracts made and performed in said State. This Loan Agreement shall be enforceable in the State of California, and any action arising out of this Loan Agreement shall be filed and maintained in the Sacramento County Superior Court, Sacramento, California, unless the Authority waives this requirement.

Amendments; Modifications in Writing. Except as otherwise provided in this Loan Agreement or the Bond Indenture, subsequent to the initial issuance of Bonds and prior to their payment in full, or provision for such payment having been made as provided in the Bond

Indenture, this Loan Agreement may be effectively amended, changed, modified, altered or terminated only as permitted under the Bond Indenture, by written instrument executed by the parties hereto. The Authority hereby agrees that it will not consent to an amendment of the Bond Indenture without the approval of the Borrower.

Captions. The section headings contained herein are for reference purposes only and shall not in any way affect the meaning or interpretation of this Loan Agreement.

Severability. In the event any provision of this Loan Agreement shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

Counterparts. This Loan Agreement may be signed in any number of counterparts with the same effect as if the signatures thereto and hereto were upon the same instrument.

Effective Date and Term. This Loan Agreement shall become effective upon its execution and delivery by the Parties hereto, shall remain in full force from the date thereof and, subject to the provisions hereof, shall continue in effect as long as any of the Bonds are outstanding or the Bond Trustee holds any money under the Bond Indenture.

Non-Liability of Authority. The Authority shall not be obligated to pay the principal (or redemption price) of or interest on the Bonds, except from certain Payments. Neither the faith and credit nor the taxing power of the State or any political subdivision thereof, nor the faith and credit of the Authority or any member is pledged to the payment of the principal (or redemption price) or interest on the Bonds. Neither the Authority nor its members, officers, directors, officials, agents, attorneys, or employees shall be liable for any costs, expenses, losses, damages, claims or actions, of any conceivable kind on any conceivable theory, under or by reason of or in connection with this Loan Agreement, the Bonds or the Bond Indenture, except only to the extent amounts are received for the payment thereof from the Borrower under this Loan Agreement.

The Borrower hereby acknowledges that the Authority's sole source of moneys to repay the Bonds will be provided by the payments made by the Borrower to the Bond Trustee pursuant to this Loan Agreement, together with other amounts received by the Bond Trustee pursuant to the Bond Indenture and investment income on certain funds and accounts held by the Bond Trustee under the Bond Indenture, and hereby agrees that if such amounts shall ever prove insufficient to pay all principal (or redemption price) and interest on the Bonds as the same shall become due (whether by maturity, redemption, acceleration or otherwise), then upon notice from the Bond Trustee, the Borrower shall pay such amounts as are required from time to time to prevent any deficiency or default in the payment of such principal (or redemption price) or interest, including, but not limited to, any deficiency caused by acts, omissions, nonfeasance or malfeasance on the part of the Bond Trustee, the Borrower, the Authority or any third party, subject to any right of reimbursement from the Bond Trustee, the Authority or any such third party, as the case may be, therefor.

Waiver of Personal Liability. No member, officer, director, official, agent, attorney, or employee of the Borrower, the Member of the Obligated Group, MERF, the School or of the

Authority shall be individually or personally liable for the payment of any principal (or redemption price) or interest on the Bonds or any other sum hereunder or be subject to any personal liability or accountability by reason of the execution and delivery of this Loan Agreement; but nothing herein contained shall relieve any such member, director, officer, agent or employee from the performance of any official duty provided by law or by this Loan Agreement.

No Prevailing Party Provision. Nothing in this Loan Agreement shall be construed to provide for award of attorneys' fees and costs to the Authority or the Borrower for the enforcement of this Loan Agreement as described in Section 1717 of the Civil Code. Nothing in this Section affects the rights of the Bond Trustee provided herein.

Transaction by Electronic Means. Each of the parties hereto agrees that the transaction consisting of this agreement may be conducted by electronic means. Each party agrees, and acknowledges that it is such party's intent, that if such party signs this agreement using an electronic signature, it is signing, adopting, and accepting this agreement and that signing this agreement using an electronic signature is the legal equivalent of having placed its handwritten signature on this agreement on paper. Each party acknowledges that it is being provided with an electronic or paper copy of this agreement in a usable format.

Binding Effect. This Loan Agreement shall inure to the benefit of and shall be binding upon the Authority, the Bond Trustee, the Borrower and their respective successors and assigns, subject, however, to the limitations contained in Section 8.02 hereof.

Survival of Covenants. Notwithstanding the payment in full of the Bonds, the discharge of the Bond Indenture, and the termination or expiration of this Loan Agreement, all provisions in this Loan Agreement concerning (a) the tax-exempt status of the Tax-Exempt Bonds (including, but not limited to provisions concerning rebate), (b) the interpretation of this Loan Agreement in Section 1.02 hereof, (c) the governing law and venue in Section 8.03 hereof, (d) the Authority's right to rely on facts or certificates, (e) the nonliability of Authority in Section 8.09, (f) the immunity of the Authority's members, directors, officers, directors, officials, employees, attorneys and agents in Section 8.10 hereof, and (g) indemnification in Section 3.04, shall survive and remain in full force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this Loan Agreement as of the date stated above.

CALIFORNIA SCHOOL FINANCE AUTHORITY

By:
Deputy Treasurer For Chairperson,
State Treasurer, Fiona Ma

By:
Executive Director

4138-0423-2804.2

MAGNOLIA PROPERTIES MANAGEMENT, INC.,
a California nonprofit public benefit corporation

By: _____
Alfredo Rubalcava
Chief Executive Officer

4138-0423-2804.2

4138-0423-2804.2

ACKNOWLEDGED AND AGREED TO BY

MPM SANTA ANA LLC
a California limited liability company

By: Magnolia Properties Management, Inc.,
a California nonprofit public benefit corporation,
its sole member

By: _____
Alfredo Rubalcava
Chief Executive Officer

EXHIBIT A

THE PROJECT

The "Project" shall consist of the financing and/or refinancing of the acquisition, construction, expansion, remodeling, renovation, improvement, furnishing and/or equipping of the charter school educational facilities known as Magnolia Science Academy 5 located at 7111 Winnetka Avenue, Winnetka, California 91305 (the "Project").

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